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PHILIPPINE BUREAU
OF EDUCATION

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NO. 41

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BULLETIN No. 41—1911
BUREAU OF EDUCATION

SERVICE MANUAL OF THE BUREAU OF EDUCATION



MANILA
BUREAU OF PRINTING
1911

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ANNUAL REPORTS:

- First Annual Report of the Superintendent of Public Instruction, 1901. (Edition exhausted.)
Second Annual Report of the General Superintendent of Public Instruction, 1902. (Edition exhausted.)
Third Annual Report of the General Superintendent of Education, 1903. (Edition exhausted.)
Fourth Annual Report of the General Superintendent of Education, 1904. (Edition exhausted.)
Fifth Annual Report of the General Superintendent of Education, 1905. (Not issued in printed form.)
Sixth Annual Report of the Director of Education, 1906.
Seventh Annual Report of the Director of Education, 1907.
Eighth Annual Report of the Director of Education, 1908. (Supply limited.)
Ninth Annual Report of the Director of Education, 1909.
Tenth Annual Report of the Director of Education, 1910. (Supply limited.)
Eleventh Annual Report of the Director of Education, 1911.

BULLETINS:

1. The Philippine Normal School. Catalogue for 1903-4. English and Spanish. April, 1904. (Edition exhausted.)
2. A Course of Study in Vocal Music for Vacation Normal Institutes. May, 1904. (Edition exhausted.)
3. The Philippine School of Arts and Trades, Prospectus for 1904-5. English and Spanish. June, 1904. (Edition exhausted.)
4. The Philippine Nautical School, Prospectus for 1904-5. English and Spanish. June, 1904. (Obsolete.)
5. Notes on the Treatment of Smallpox. June, 1904.
6. Reports of Industrial Exhibits of the Philippine Schools at the Louisiana Purchase Exposition. June, 1904.
7. Courses of Instruction for the Public Schools of the Philippine Islands. June, 1904. (Edition exhausted.)
8. Cursos de Enseñanza para las Escuelas Públicas de las Islas Filipinas. (Spanish edition of Bulletin No. 7.) June, 1904. (Edition exhausted.)
9. A list of Philippine Baptismal Names. June, 1904. (Edition exhausted.)
10. Government in the United States. (Prepared for use in the Philippine Public Schools.) June, 1904.
11. Courses in Mechanical Drawing, Woodworking, and Ironworking for Provincial Secondary Schools. June, 1904. (Obsolete.)
12. Advanced and Post-Graduate Studies Offered by the Philippine Normal School for Preparation for Entrance to American Colleges and Universities or to the University of the Philippines. English and Spanish. August, 1904. (Obsolete.)
13. Not issued in printed form.
14. The School Law of the Philippine Islands, as amended by Acts of the Philippine Commission to and including Act 1530, with Executive Orders and Attorney-General's Opinions affecting the Bureau of Education. January, 1906. (Edition exhausted.)
- 15-20. Not issued in printed form.
21. Philippine Normal School. Catalogue for 1904-5. English and Spanish. May, 1905. (Edition exhausted.)
22. Lessons on Familiar Philippine Animals. August, 1905. (Edition exhausted.)
23. Standard Course of Study in Vocal Music for the Public Schools of the Philippine Islands. 1906. Revised and reissued in 1910. (Editions exhausted.)
24. Outline of Year's Course in Botany and Key to the Families of Vascular Plants in the Philippine Islands. August, 1906. Revised and reissued in 1907. Third edition issued in 1908. Fourth edition issued in 1911.
25. Official Roster of the Bureau of Education, corrected to March 1, 1906. May, 1906. (Obsolete.)
26. High School and Secondary Courses of Instruction. June, 1906. (Obsolete.)
27. Philippine Normal School. Catalogue for 1906-7 and Prospectus for 1907-8. May, 1907. (Edition exhausted.)
- 27 (A). Philippine Normal School, Courses of Study, Secondary Course. January, 1908. (Obsolete.)
28. The Milkfish or Baños. May, 1908. (Supply limited.)
29. Constructive Lessons in English. Designed for use in Intermediate Grades. August, 1910. Revised and reissued, 1911.
30. Philippine Normal School, Catalogue for 1909-10 and Announcement for 1910-11. June, 1910. (Edition exhausted.)
31. School and Home Gardening. July, 1910.
32. Courses in Mechanical and Free-hand Drawing, for Use in Trade and Intermediate Schools. December, 1910.
33. Philippine Hats. December, 1910. (Supply limited.)
34. Lace Making and Embroidery. December, 1910.
35. Housekeeping and Household Arts—A Manual for work with the girls in the elementary schools of the Philippine Islands. February, 1911.
36. Catalogue and Announcement of the Philippine Normal School. May, 1911. (Edition exhausted.)
37. School Buildings, Part I. (In course of preparation.)
38. School Buildings, Part II. (In course of preparation.)
39. A Manual of Free-hand Drawing for Philippine Primary Schools. (In course of preparation.)
40. Athletic Handbook for the Philippine Public Schools. (In hands of printer.)
41. Service Manual of the Bureau of Education. (In hands of printer.)
42. Intermediate English: II—Notes, Directions, and Aids to the Preparation of the Correspondence Study Course.
43. Catalogue of the Philippine School of Arts and Trades, 1911-12.

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BUREAU OF EDUCATION

SERVICE MANUAL OF THE BUREAU OF EDUCATION



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PREFACE.

In this volume the Bureau of Education is issuing a handbook of information on the organization and conditions of this service. The need for such a manual has long been apparent, but the difficulty of preparation of a complete and accurate compilation has delayed its issuance in printed form. The present volume treats of the organization of the Philippine Government in general, and of the Bureau of Education in particular. It embodies a statement of civil-service regulations applicable to employees of this Bureau, regulations with respect to financial and property accounts, rules governing official transportation, general administrative instructions, courses of study, and regulations bearing upon schoolhouse construction and improvement of school grounds. In its Appendix is gathered a body of valuable statistical and general information relating directly to the service of the Bureau of Education.

The rules and regulations embodied in this volume supersede all similar orders heretofore issued from this Office. Hereafter, official communications noting regulations of the Bureau should refer to this Service Manual rather than to any previously issued document. Division superintendents and Insular teachers will be held officially responsible for a knowledge of the instructions, advice, and information embodied herein.

FRANK R. WHITE,
Director of Education.

JULY 15, 1911.

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The first part of the book is devoted to a description of the various forms of the human mind, and to a discussion of the various theories of the origin of the human mind. The second part of the book is devoted to a description of the various forms of the human mind, and to a discussion of the various theories of the origin of the human mind. The third part of the book is devoted to a description of the various forms of the human mind, and to a discussion of the various theories of the origin of the human mind. The fourth part of the book is devoted to a description of the various forms of the human mind, and to a discussion of the various theories of the origin of the human mind. The fifth part of the book is devoted to a description of the various forms of the human mind, and to a discussion of the various theories of the origin of the human mind. The sixth part of the book is devoted to a description of the various forms of the human mind, and to a discussion of the various theories of the origin of the human mind. The seventh part of the book is devoted to a description of the various forms of the human mind, and to a discussion of the various theories of the origin of the human mind. The eighth part of the book is devoted to a description of the various forms of the human mind, and to a discussion of the various theories of the origin of the human mind. The ninth part of the book is devoted to a description of the various forms of the human mind, and to a discussion of the various theories of the origin of the human mind. The tenth part of the book is devoted to a description of the various forms of the human mind, and to a discussion of the various theories of the origin of the human mind.

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SERVICE MANUAL OF THE BUREAU OF EDUCATION.

HISTORICAL.

THE GENERAL GOVERNMENT.

The history of the Philippine Government, in so far as it affects the Bureau of Education and its schools, began August 13, 1898, the date of American occupation. In the thirteen years since that date, a civil government in accordance with American ideas has been established. Where not inconsistent with the plan and principles of the new government, the local governmental institutions of the old régime were incorporated in the new. In the educational system established, the change has been radical. The free public-school system, a new thing in colonial administration, bears no resemblance to the plan of the Spaniards for popular education in the Philippines. However, the work of the Spanish schools, unquestionably, made possible the almost immediate introduction and rapid development of the present free schools, for the Spanish system, faulty as it was when measured by present-day standards, was more efficient than that of any other colony in the Orient.

The reliable history of the Philippines based upon written records begins with the arrival of the Spanish explorers in 1521, when Magellan sailed among the Visayas and was slain on the Island of Mactan to the east of Cebu. The chroniclers of that and later periods give very clear and complete accounts of the life and customs of the people found in these Islands. Civilization was not wholly wanting. Manila even then was a commercial center for the traders from the Malayan Peninsula and Archipelago and

from China and Japan. And this crude village on the Pasig had already been the scene of sieges and battles.

The conquest of the Islands was rapid, and by 1600 Spanish rule, through Spanish institutions, was established over the greater part of the Archipelago. From the Spanish monarch in the Escorial came the name Filipinas—The Philippines. From Catholic Spain came the religion which, through the zealous efforts of the missionaries, became the accepted belief of the greater part of the Filipinos.

In the three centuries and a half of the Spanish régime that passed before the arrival of the Americans, Manila had become a city of importance in the East, and the Philippines had taken rank with the other European colonies in the Orient. In general, the history of the Philippines during this period is similar to that of the other Eastern colonies. Aggressive foreign powers from without were warded off, and frequent native insurrections within were put down. The Moros in the south proved strong and persistent enemies, and were never wholly subdued. The numerous watch towers still seen along the coasts of many of the islands north of Mindanao bear mute witness to the terror which these southern marauders inspired in the hearts of the less belligerent Christian Filipinos.

With the close of the nineteenth century came the end of Spain's career as one of the leading colonial powers of Europe. For a half a century or more, insurrections had broken out at intervals in her insular possessions in the west and east. The conditions resulting from the Cuban revolt of 1894 led to the Spanish-American war, which gave Cuba independence under American protection. In 1896 a serious revolt had broken out in the Philippines. José Rizal, returning from Europe with new and broad modern ideas in 1892, had tried by honest and peaceful means to bring about reform for his people in education and government. Because of his teachings and his efforts on behalf of his countrymen, this high-minded Filipino patriot, who desired only reform, spent four years in exile and was finally, in 1896, shot as a traitor on Bagumbayan field. The Filipinos, aroused by his speeches and writings, en-

couraged by the example of his life, and inspired by his death, rose in rebellion against Spanish rule and were pressing the royal troops near Manila at the time the United States declared war against Spain. America struck simultaneous blows at Spanish power on the opposite sides of the globe. The battle of Manila Bay on May 1, 1898, gave the United States a claim to the Philippines which resulted in their cession to that power at the close of the war.

For the American nation, the acquiring of the Philippines was the most far-reaching result of the war. To retain possession of these tropical islands meant departure from the definite policy of neutrality adopted by the founders of the Government of the Republic, and which had been adhered to for a century. It meant assuming the rôle of a colonial power in the Orient. It meant becoming a factor in international politics. So radical a breaking away from a policy, the wisdom of which the American people have never questioned, could not be accomplished without long and heated discussion.

The conditions in the Islands appealed to the sense of moral obligation on the part of the Americans. A people untrained in self-government could not be left to certain anarchy within, and later conquest and possible partition by other nations. Duty demanded that the Americans remain in control. That this duty was undertaken with reluctance on the part of the great majority of the American people will not be disputed by anyone familiar with public opinion in our country in 1898. This reluctance was voiced by the President of the United States, by Admiral Dewey, by members of the First Philippine Commission, and by thoughtful statesmen and philanthropists throughout the land; and it was evidenced by the action of Congress in delaying the approval of the treaty of Paris until hostilities were actually begun against the Americans by the Filipinos.

The Americans, who knew little of the Philippines and the Filipinos, based their objection to the retention of the Islands upon the general assumption that the acquisition and government of territory remote from the homeland and, largely for

this very reason, unfit for organization into States, would be subversive of the principles of the Government and detrimental to the interests of the people of the United States. On the other hand, those familiar with the Islands and acquainted with the people were reluctant to remain in control on account of their appreciation of the Filipinos and regard for their desire for independence. This was the position of President McKinley. It was the attitude of the first Philippine Commission, which, nevertheless, as the result of a careful investigation, reached the conclusion that it was the duty of the Americans to remain in the Islands. Indeed, such was the attitude of almost all Americans who were familiar with the people of these Islands and the conditions, either through personal contact or superior facilities for gaining second-hand information. These men became advocates of the retention of the Philippines by the United States chiefly for three reasons; the situation of the Islands is such that Japan and European colonial powers already in the Orient would contend for their possession; the lack of experience and training on the part of the Filipinos in popular self-government; and the lack of popular education. It was held that it would be impossible for a feeble republic in a land with resources undeveloped and with no available revenue to stand against foreign aggression. If the United States withdrew it would only mean that the Islands would pass into the possession of some other power. It was, therefore, believed to be a duty to protect these people against foreign aggression, lest through the action already taken their new condition should be worse than their old. It was thought to be too much to expect that men inexperienced and untrained in such work could establish and maintain in a land so full of revolutionary ideas and anarchy as this was supposed to be, a republican form of government strong enough to maintain peace and order within and to discharge the international obligations imposed upon a modern nation. It was held to be an international duty to reestablish law and order in the land and to establish and maintain a stable government. It was felt to be a moral obligation to direct

the people in establishing a system of free and popular education and to guide them in the development of the material resources of the country. While many reasons undoubtedly entered into the final decision of the United States to remain in the Philippines, it is believed that those stated above formed the ruling motives in making the decision.

While the treaty of Paris, ceding the Philippine Islands to the United States, was still pending, President McKinley appointed the First Philippine Commission, referred to above. This Commission consisted of President J. G. Shurman, of Cornell University; Admiral George Dewey, United States Navy; General Elwell S. Otis, United States Army; Colonel Charles Denby, formerly United States minister to China; and Professor Dean C. Worcester, of the University of Michigan. These men were instructed to investigate and report upon conditions and to make recommendations. The members of the Commission were men who commanded the respect of all classes of Americans, and their report was awaited with keen interest.

But before this commission assembled, hostilities between the American and Filipino armies broke out at Manila, the treaty of Paris was ratified, and the Philippine war was under way. Americans regretted this war, though they regarded it as necessary.

The voluminous report of the First Philippine Commission was presented to Congress in February, 1900, some thirteen months after its appointment. Its conclusions have been summarized as follows:

1. The United States can not withdraw from the Philippine Islands. We are there, and duty binds us to remain. There is no escape from our responsibility to the Filipinos and to mankind for the government of the Archipelago, and the amelioration of the condition of the inhabitants.

2. The Filipinos are wholly unprepared for independence, and if independence were given them they could not maintain it.

3. Under the third head is included Admiral Dewey's letter to Senator Lodge denying Aguinaldo's claim that he was promised independence.

4. There being no Philippine nation, but only a collection of different peoples, there is no general public opinion in the Archipelago; but men of property and education, who alone interest

themselves in public affairs, in general recognize as indispensable American authority, guidance, and protection.

5. Congress should, at the earliest practicable time, provide for the Philippines the form of government herein recommended or another equally liberal and beneficent.

6. Pending any action on the part of Congress, the Commission recommends that the President put in operation this scheme of civil government in such parts of the Archipelago as are at peace.

7. So far as the finances of the Philippines permit, public education should be promptly established, and it should be free to all.

8. The greatest care should be taken in the selection of officials for administration. They should be men of the highest character and fitness, and partisan politics should be entirely separated from the Government of the Philippines.

Thus far no strictly civil government had been organized by the United States for the Philippines. This does not indicate that civil affairs were neglected. On the contrary, Army officers and others had been detailed and employed to perform all the more essential duties which, under the Spanish régime, had been performed by the Insular and provincial governments, and a form of municipal government very similar to that of the present had been organized.

Upon the return of the chairman and most of the members of the First Commission, President McKinley said, in a message to Congress:

As long as the insurrection continues, the military arm must necessarily be supreme. But there is no reason why steps should not be taken from time to time to inaugurate governments essentially popular in their form as fast as territory is held and controlled by our troops. To this end I am considering the advisability of the return of the Commission, or such of the members as can be secured, to aid the existing authorities and facilitate this work.

It appears, however, that the President was unable to secure more than one member of the original commission to return, and *April 7, 1900*, he announced a new Commission with new duties, consisting of Hon. William H. Taft, of Ohio; Professor Dean C. Worcester, of the University of Michigan; Hon. Luke E. Wright, of Tennessee; Hon. Henry C. Ide, of Vermont; and Professor Bernard Moses, of the University of California. Later two Filipino members, Dr. T. H. Pardo de Tavera and the Hon. Benito Legarda were added to the Commission.

The chief duties of the first Commission were to investigate, report, and recommend; those of the new Commission to act and report. Far from returning the Commission simply "to aid the existing authorities," the President directed that it should, on September 1, 1900, take over the legislative power of the United States in the Philippines, with the power of appointment of all civil officials and employees, subject in all acts to the President through the Secretary of War. The Military Governor should remain the chief executive, but it was ordered that "whenever the Commission is of the opinion that the condition of affairs in the Islands is such that the central administration may be safely transferred from military to civil control, they will report that condition to you [the Secretary of War], with their recommendations as to the form of central government to be established for the purpose of taking over the control."

The instructions of President McKinley to the Commission through the Secretary of War constitute a classic with which every resident in the Philippines should be familiar. The following extracts from this letter evidence the deep concern which President McKinley took in the Philippine situation:

The many different degrees of civilization and varieties of custom and capacity among the people of the different islands preclude very definite instruction as to the part which the people shall take in the selection of their own officers, but these general rules are to be observed: That in all cases the municipal officers who administer the local affairs of the people are to be selected by the people, and that wherever officers of more extended jurisdiction are to be selected in any way natives of the Islands are to be preferred, and if they can be found competent and willing to perform the duties they are to receive the offices in preference to any others. It will be necessary to fill some offices for the present with Americans, which, after a time, may well be filled by natives of the Islands. As soon as practicable a system for ascertaining the merit and fitness of candidates for civil offices should be put in force. An indispensable qualification for all offices and positions of trust and authority in the Islands must be absolute and unconditional loyalty to the United States, and absolute and unhampered authority and power to remove and punish any officer deviating from that standard must at all times be retained in the hands of the central authority of the Islands.

In all the forms of government and administrative provisions which they are authorized to prescribe, the Commission should bear

in mind that the government which they are establishing is designed not for our satisfaction or for the expression of our theoretical views, but for the happiness, peace, and prosperity of the people of the Philippine Islands, and the measures adopted should be made to conform to their customs, their habits, and even their prejudices, to the fullest extent consistent with the accomplishment of the indispensable requisites of just and effective government. At the same time the Commission should bear in mind, and the people of the Islands should be made plainly to understand, that there are certain great principles of government which have been made the basis of our governmental system, which we deem essential to the rule of law and the maintenance of individual freedom, and of which they have, unfortunately, been denied the experience possessed by us; that there are also certain practical rules of government which we have found to be essential to the preservation of these great principles of liberty and law, and that these principles and these rules of government must be established and maintained in their Islands for the sake of their liberty and happiness, however much they may conflict with the customs or laws of procedure with which they are familiar. It is evident that the most enlightened thought of the Philippine Islands fully appreciates the importance of these principles and rules, and they will inevitably within a short time command universal assent. Upon every division and branch of the Government of the Philippines, therefore, must be imposed these inviolable rules:

That no person shall be deprived of life, liberty, or property without due process of law; that private property shall not be taken for public use without just compensation; that in all criminal prosecutions the accused shall enjoy the right to a speedy and public trial, to be informed of the nature and cause of the accusation, to be confronted with the witnesses against him, to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense; that excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted; that no person shall be put twice in jeopardy for the same offense or be compelled in any criminal case to be a witness against himself; that the right to be secure against unreasonable searches and seizures shall not be violated; that neither slavery nor involuntary servitude shall exist except as a punishment for crime; that no bill of attainder or ex post facto law shall be passed; that no law shall be passed abridging the freedom of speech or of the press or of the rights of the people to peaceably assemble and petition the Government for a redress of grievances; that no law shall be made respecting an establishment of religion or prohibiting the free exercise thereof, and that the free exercise and enjoyment of religious profession and worship without discrimination or preference shall forever be allowed.

It will be the duty of the Commission to promote and extend

and, as they find occasion, to improve the system of education already inaugurated by the military authorities. In doing this they should regard as of first importance the extension of a system of primary education which shall be free to all, and which shall tend to fit the people for the duties of citizenship and for the ordinary avocations of a civilized community. This instruction should be given, in the first instance, in every part of the Islands in the language of the people. In view of the great number of languages spoken by the different tribes, it is especially important to the prosperity of the Islands that a common medium of communication may be established, and it is obviously desirable that this medium should be the English language. Especial attention should be at once given to affording full opportunity to all the people of the Islands to acquire the use of the English language.

Upon all officers and employees of the United States, both civil and military, should be impressed a sense of the duty to observe not merely the material but the personal and social rights of the people of the Islands, and to treat them with the same courtesy and respect for their personal dignity which the people of the United States are accustomed to require from each other.

The articles of capitulation of the city of Manila on the 13th of August, 1898, concluded with these words:

"This city, its inhabitants, its churches and religious worship, its educational establishments, and its private property of all descriptions are placed under the special safeguard of the faith and honor of the American Army."

I believe that this pledge has been faithfully kept. As high and sacred an obligation rests upon the Government of the United States to give protection for property and life, civil and religious freedom, and wise, firm, and unselfish guidance in the paths of peace and prosperity to all the people of the Philippine Islands. I charge this Commission to labor for the full performance of this obligation, which concerns the honor and conscience of their country, in the firm hope that through their labors all the inhabitants of the Philippine Islands may come to look back with gratitude to the day when God gave victory to American arms at Manila and set their land under the sovereignty and protection of the people of the United States.

The date finally set for the transfer of the central administration from the military to the civil arm was July 4, 1901. The principal laws enacted by the Commission while working under the administration of the military governor were those necessary for the organization or reorganization of municipal and provincial governments, those providing for a reorganization of the judiciary system and the administration of justice, those organizing a number of the

bureaus of the central government, and those making appropriations necessary for the routine business of the central government and for making certain urgently needed public improvements. It is interesting to note that the fifth law enacted by the Commission was "An Act for the establishment and maintenance of an efficient and honest civil service in the Philippine Islands." This law provided for what is called "the merit system" of appointments. As the only sufficient defense against spoilsmongers, this is one of the best laws on the statute books.

On September 6, 1901, the Commission passed an Act organizing the executive departments of the central or Insular Government. The growth of the central organization into a steady government was attended, during the early period, by many difficulties which were indeed perplexing at the time. Each division of the Government had its share of these difficulties, and each branch experienced modifications in its organization to adjust it to the changed conditions and to the growth of its work.

During the period of amendments and changes the Bureau of Education was already taking form; and it too was contending with the perplexities and difficulties incident to the reorganization of the Government. A review of this struggle towards an appropriate and comprehensive system of Education is presented in the following sketch.

THE BUREAU OF EDUCATION.

Until the middle of the last century, there was not any general plan of education in the Philippine Islands. But in the year 1863 a system of public primary schools for the Philippine Islands was decreed by the Spanish authorities. The original decree ordered that a normal school be organized in the city of Manila, and that at least one school for boys and one for girls be established in each pueblo of the Islands. Under this decree and subsequent legislation, the number of public primary schools reached 2,167 in 1897. By this time, however, the revolution had become general throughout the Islands and education received little attention until after the American occupation.

Manila was occupied by American forces on the 13th day of August, 1898. Less than three weeks later seven schools were reopened, and a teacher of English was installed in each under the somewhat informal supervision of Father W. D. McKinnon, chaplain of the First California Regiment. Then followed a long period of suspense, with the treaty of Paris first in process of negotiation and then awaiting approval and ratification, after which came continuous fighting and great confusion in and around Manila. With the siege and capture of the city and the suspense and fighting which followed, the wonder is not that the public schools of the city accomplished little during the year 1898, but that they continued to exist at all.

On June 1, 1899, Lieut. George P. Anderson was detailed as city superintendent of schools for Manila, and during the following school year he had an average of 4,500 pupils enrolled in the public primary schools. During this year, Capt. Albert Todd was also detailed as superintendent of schools for the Philippine Islands. On May 5, 1900, Captain Todd turned over his work to Dr. Fred W. Atkinson, who had been chosen by the Commission as general superintendent of public instruction. But the Army did not withdraw from the work at this time; chaplains and other officers continued to act as local superintendents of schools, and enlisted men were almost the only teachers of English outside of Manila for yet another year.

NOTE.—Everywhere commanding officers of garrisons vied with one another in the organization of public primary schools. There is definite knowledge of at least one sergeant who, detailed for an entirely different purpose, with only one man under his command, had two schools organized and about 700 pupils under instruction within a few days, and this without neglecting the work to which he was assigned.

Doctor Atkinson devoted the first year largely to studying the educational situation in the Philippines, formulating plans, and securing teachers and superintendents from America. On January 21, 1901, the Commission passed Act No. 74, the basis of our present School Law. Even before this, men selected in America began to arrive; and

at the end of the first year there were in the Philippines 765 American teachers, almost without exception new to this kind of work. A large majority of them had reached Manila on the same day, arriving on the United States Army transport *Thomas*, August 21, 1901.

Act No. 74 established a Department of Public Instruction, the head of which was styled the General Superintendent of Public Instruction; all schools already established under the Military Government were declared to be in the Department of Public Instruction; the General Superintendent was required to divide the Archipelago into ten school divisions and to appoint a division superintendent for each division; the General Superintendent was authorized to obtain from the United States 1,000 trained teachers at monthly salaries of from \$75 to \$125; the teaching of religion in the public schools was forbidden, except under conditions specified in section 16 of said Act; it provided for a Normal School and a Trade School in Manila, and an Agricultural School in Negros.

By the provisions of Act No. 180, passed by the Commission on July 24, 1901, the number of school divisions was increased to eighteen before the first law was fairly in force, and the following year this number was doubled, making the school divisions correspond as nearly as practicable to the then existing provinces.

Act No. 477, passed October 8, 1902, made a number of changes in the legislation affecting the school system. It repealed Acts Nos. 180, 232, and 373 *in toto*. It amended Act No. 74 by striking out wherever used the words "Department of Public Instruction" and inserting in lieu thereof the words "Bureau of Education." It provided that the chief officer of the Bureau should be denominated the General Superintendent of Education; that the Bureau of Education should be under the executive control of the Department of Public Instruction; that the Archipelago should be divided into thirty-six school divisions; and that the provinces should provide for the division superintendent of schools the necessary room or rooms for his office and for storing and distributing supplies.

Before the arrival of the transport *Thomas* with its large number of American teachers, some of the division superintendents had already received appointments and were in Manila. Others who had been appointed in the United States arrived on the *Thomas*. Very few of them had ever even seen their divisions and hardly any of them had any accurate knowledge of the provinces or the conditions that existed in them. When they were called upon to assign teachers to their stations, they had to make the assignments in many cases without knowing the teachers or the places to which they were being sent.

The first year and a half after the arrival of this large teaching force was attended with many discouraging features. Some of the Americans were disappointed and in some instances there had been disillusionment on the part of the Filipinos; and adding greatly to the general dissatisfaction, there occurred in 1902 a widespread cholera epidemic which carried away tens of thousands of people. During this period, school work in many places was suspended, and it was disorganized generally.

On January 1, 1903, Dr. Elmer B. Bryan succeeded Doctor Atkinson as General Superintendent. He did much to bring order out of the existing conditions, but he was taken ill, and on the advice of his physician resigned from his position and returned to the United States. He had been in office but eight months, a part of which time had been passed in the hospital.

In August 1903, Doctor Bryan was succeeded by Dr. David P. Barrows. Doctor Barrows developed the plan of work according to changing conditions, making the American teacher in the primary schools a supervisor as the Filipino teacher became better qualified for the class-room work. He revised the course of study, making a sharp distinction between the primary and intermediate courses, prescribed industrial work for all grades below the high school, differentiated the intermediate courses on the basis of occupations, and established uniform examinations for all promotions above the third grade. During his whole administration the schools enjoyed an ever-increasing pros-

perity, attendance rising from 227,600 during his first year to 451,938 during his last. Upon his resignation November, 1909, Doctor Barrows was succeeded by the present Director of Education.

Among the more significant Acts passed by the Commission between the year 1902 and the time when the new popular house known as the Philippine Assembly entered upon its duties in 1907 may be mentioned Nos. 373, 525, 672, 1337, 1407, and 1698. These Acts organized the Bureau of Education as part of the Department of Public Instruction, created the offices of the Chief of the Bureau and his assistants, designating their titles, and defined the duties and powers of the various individuals and bodies which carry on the work of the Bureau of Education. These acts also provided that public school privileges should be free and laid down certain service regulations affecting the employees of the Bureau.

Since the opening of the Assembly in 1907, the two Houses have worked together on many phases of school work dealing with the Christian provinces, the Commission alone continuing to legislate for the schools of the non-Christian provinces. During the past four years numerous laws affecting school matters have been passed by both Houses. Perhaps one of the most far-reaching in its benefits was the first Act passed by the joint Legislature, Act No. 1801, appropriating the sum of ₱1,000,000 for the construction of school buildings throughout the Islands under certain conditions. The wisdom of this action, originating in the popular house, has been a most hopeful sign for the Bureau of Education. This appropriation, which has been quickly allotted, was repeated in another similar Act passed early in 1911.

Both appropriations have received decided popular approval.

Other Acts passed from time to time have made slight changes in the organization and procedure of the Bureau, but nothing of a radical nature has been attempted. Efforts have been made to bring about legislation on certain important branches of school work, notably a projected law to improve the local school boards and increase their powers,

and another which would make attendance in the public schools obligatory under certain conditions.

Though the history of education in the Philippine Islands has extended over several centuries, its annals before the opening of the twentieth century are very meager. Since the American occupation, the problem of the education of the people has been continually before the lawmakers; the spread of public instruction and the laws made in the interests of the schools have constituted a great part of the reconstruction problem and of the history of the times. In the following chapters the general system of the Philippine Government is outlined briefly, while the organization of the Bureau of Education is taken up in considerable detail.

THE GOVERNMENT ORGANIZATION.

The Philippine Government is under the administrative control of the War Department. Like the government of any of the States, it has three branches—executive, legislative, and judicial.

The executive power is vested primarily in a Governor-General, appointed by the President of the United States. The Governor-General is the president of the Philippine Commission, a legislative body and advisory council to the Governor-General. There is also a Vice-Governor-General, who is a member of the Philippine Commission. The Commission is a body at present composed of nine members appointed by the President of the United States. Four of these Commissioners are also "Secretaries of Departments," or have "portfolios." The other four are advisory Commissioners.

The Insular Government acts through a large number of Bureaus grouped in four Departments and answerable to the Secretaries of their respective Departments, who are themselves responsible to the Governor-General. The Secretaries are named by the President of the United States, and the appointments of the heads of the Bureaus are made by the Governor-General with the consent of the Commission. Certain of the Bureaus respond to the Governor-General directly and not through any Secretary.

At the time of publishing this Manual, the personnel of the Commission is as follows:

His Excellency W. CAMERON FORBES, Governor-General and President of the Philippine Commission.

The Honorable NEWTON W. GILBERT, Vice-Governor-General, and Secretary of Public Instruction.

The Honorable DEAN C. WORCESTER, Secretary of the Interior.

The Honorable CHARLES B. ELLIOTT, Secretary of Commerce and Police.

The Honorable GREGORIO ARANETA, Secretary of Finance and Justice.

The Honorable JOSÉ R. DE LUZURIAGA, Commissioner.

The Honorable RAFAEL PALMA, Commissioner.

The Honorable JUAN SUMULONG, Commissioner.

The Honorable FRANK A. BRANAGAN, Commissioner.

Each of the four Commissioners who are also Secretaries is the head of an executive department. As already indicated, the Departments are:

Department of Public Instruction.

Department of the Interior.

Department of Commerce and Police.

Department of Finance and Justice.

Each of these Departments has under its executive control and supervision a number of Bureaus and Offices. At present the division is as follows:

Department of Public Instruction.

Bureau of Education.

Bureau of Printing.

Bureau of Prisons.

Philippines Library.

University of the Philippines.

Bureau of Agriculture.

Bureau of Supply.

Department of the Interior.

Bureau of Health.

Bureau of Lands.

Bureau of Science.

Bureau of Forestry.

Bureau of Quarantine Service.

Weather Bureau.

Department of Commerce and Police.

Bureau of Constabulary.

Bureau of Public Works.

Bureau of Navigation.

Bureau of Posts.

Bureau of Coast and Geodetic Survey.

Bureau of Labor.

Consulting Architect.

Supervising Railway Expert.

Department of Finance and Justice.

Bureau of Justice.

Bureau of Customs.

Bureau of Internal Revenue.

Bureau of the Treasury.

Besides the Bureaus above listed, there are other Bureaus and government organizations which are not under the control of any of the Secretaries, but respond directly to the Governor-General. These are:

The Executive Bureau.

The Bureau of Audits.

The Bureau of Civil Service.

The Judiciary and the Philippine Assembly are two bodies whose relations with the rest of the Government are distinct. While they look to the Governor-General as the head of the Philippine Government and are in a measure responsible to him for the proper execution of their duties, they act as independent bodies exercising the duties and powers delegated to them by law. They are finally responsible for their actions to the Secretary of War, the President, and the Congress of the United States.

As a general rule, the head of a Bureau is styled "Director;" for example, the Director of Civil Service, the Director of Education, the Director of Health, the Director of Public Works; but there are such exceptions as the Collector of Customs, the Collector of Internal Revenue, the Insular Auditor, the Executive Secretary, the Insular Treasurer.

The executive branch of the Government is administered in three divisions known as the Insular Government, the provincial governments, and the municipal governments.

The provincial governments are each controlled by a central body of three members, the provincial governor, elected by the people, the provincial treasurer, appointed by the Governor-General, and the third member, elected by the people. They are answerable to the Governor-General and may be removed by him when the public good seems to require this action. These three officials compose the provincial board, which is the advisory and censorial body of the province. The governor is the chairman of the board. The provincial board has authority to make certain regulations and ordinances for the province, and regulates the expenditures of provincial funds; all acts of municipal councils must bear its approval before they become municipal law. The provincial board acts as intermediary between the municipal and the Insular governments.

Among the other provincial offices may be mentioned the provincial fiscal or attorney, and the sheriff. Each province sends its one or more Delegates to the lower legislative house or Assembly at Manila.

A list of the provinces as they exist to-day, with their subprovinces and capitals, here follows:

Province.	Subprovince.	Capital.
Agusan.....	Comprising Bukidnon and Butuan.	Butuan.
Albay	Catanduanes	Albay.
Ambos Camarines.....	.....	Nueva Caceres.
Antique .....	.....	San José.
Bataan .....	.....	Balanga.
Batangas .....	.....	Batangas.
Batanes .....	.....	Santo Domingo de Basco.
Bohol .....	.....	Tagbilaran.
Bulacan .....	.....	Malolos.
Cagayan .....	.....	Tuguegarao.
Capiz	Romblon	Capiz.
Cavite .....	.....	Cavite.
Cebú .....	.....	Cebú.
Ilocos Norte .....	.....	Laong.
Ilocos Sur	Abra	Vigan.
Iloilo .....	.....	Iloilo.
Isabela .....	.....	Iligan.
La Laguna .....	.....	Santa Cruz.
La Union .....	.....	San Fernando
Leyte .....	.....	Tacloban.
Mindoro .....	.....	Calapan.
Misamis .....	.....	Cagayan.
Mountain.....	Benguet, Amburayan, Kalinga, Lepanto, Ifugao, Bontoc, Apayao.	Bontoc.
Occidental Negros .....	.....	Bacolod.
Oriental Negros	Siquijor	Dumaguete.
Nueva Ecija.....	.....	San Isidro.
Nueva Vizcaya.....	.....	Bayombong.
Palawan .....	.....	Puerto Princesa.
Pampanga.....	.....	San Fernando.
Pangasinan.....	.....	Lingayen.
Rizal .....	.....	Pasig.
Samar .....	.....	Catbalogan.
Sorsogon	Masbate	Sorsogon.
Surigao.....	.....	Surigao.
Tarlac .....	.....	Tarlac.
Tayabas	Marinduque	Lucena.
Zambales.....	.....	Iba.

These provinces are divided into an average of about twenty municipalities, each of which has a distinct municipal government. The officials of the municipal government are elected by the people of the several municipalities, under a rather liberal franchise. They are answerable, however, to the Governor-General, who may remove those found unfaithful to their trusts. The chief municipal executive is the president, who is chairman of the municipal council, an advisory and legislative body consisting of from 9 to 21 members. The vice-president is one of the councilmen. The council makes municipal ordinances and laws and controls the expenditures of municipal funds, subject to the approval of the provincial board. Each councillor is given official jurisdiction over a certain district of the municipality, for whose welfare he is responsible. He is assisted in this work by one or more lieutenants, who are the chief men of the barrios and whose duty it is to carry out his instructions and report to him. Other municipal officials are the secretary, the treasurer, the justice of the peace, the members of the local school board, and the members of the police force.

Returning again to the central Insular Government, there are several exceptions to the regular organization here outlined. While the Governor-General's control of other municipal and provincial governments of the Christian population is exercised through the Executive Bureau, he has direct supervision over the government of the city of Manila, which, because of its importance, has been granted a government of its own in some respects like that of a municipality, but ranking as a province. Other exceptions are made in the cases of certain provinces which, because of peculiarities of custom or backwardness of the people, have not been granted the usual participation in the government which other provinces enjoy.

While the governors of regularly organized provinces are elected by the people, the governors of Palawan, Mindoro, and Batanes are appointed by the Governor-General. The internal governments of Palawan and Mindoro are organized on a somewhat different plan, a system of townships, free barrios, settlements, and other units being used.

The government of the Moro Province differs from that of any other province. The local legislative body is composed of the provincial governor, the provincial treasurer, the attorney, and the provincial secretary, all of whom are appointed by the Governor-General, subject to the approval of the Commission. As the provincial governors of this province have all been officers of the United States Army, the government there has been of a semi-military character. There are a number of towns that have regular municipal governments similar to those in operation in the Christian provinces.

But the most unique and distinct administration is that of the non-Christian provinces of Mountain, Nueva Vizcaya, and Agusan. While other provinces are responsible to the Governor-General through the Executive Secretary, these provinces are under the direct administrative control of the Secretary of the Interior. The governors are appointed by the Governor-General through the Secretary of the Interior. The people of these provinces are for the most part primitive and backward, and unable to exercise properly the right of franchise and to perform the duties of government. There are, however, many towns that have organized municipal governments like those of other provinces. In the non-Christian provinces the provincial officials are appointed, and their laws are enacted by the Commission alone. Their local regulations are made by their officials.

This in brief is the organization of the executive branch of the Government. Returning to the second branch, the legislative, mention has already been made of the Commission and its early work as the only legislative body for the Islands. An elective lower legislative chamber had been provided for in the "Philippines Bill" under certain conditions. These conditions have been met and the Philippine Assembly is now established as the lower and popular legislative house of the Government. The Assembly coöperates with the Commission on equal terms in legislation for the Christian provinces. The duties of these two bodies are the same as those of other governments with upper and lower legislative bodies, except that neither of these houses is given

the absolute vote on financial legislation usually exercised by similar houses in older popular governments. In addition to its duties in connection with the Assembly, the Commission also legislates and appropriates money for the non-Christian Provinces of Mountain, Nueva Vizcaya, and Agusan.

The Assembly consists of 81 members representing all provinces except the non-Christian Provinces of Mountain, Nueva Vizcaya, and Agusan. The Speaker of the Assembly is elected by the members of the Assembly from among their own number. The present Speaker, the Honorable Sergio Osmeña of Cebu, has held that office since the opening of the Assembly.

The early legislation of the Commission provided for a judiciary system consisting of a Supreme Court, fifteen Courts of First Instance, besides the Mountain Province which forms a distinct judicial district, and a justice of the peace court for each municipality. These remain almost as originally organized. Justices of the peace are appointed by the Governor-General, by and with the consent of the Commission. Selections for appointment are made from lists of qualified persons submitted by the judges of the Courts of First Instance; however, the Governor-General, when the public interests of the service so require, may appoint any qualified person not included in such lists.

This scheme of government, outlined here only in its most conspicuous features, is but an elaboration and adaptation of the early legislation of the Commission, enacted on the authority of the President. Indeed, the "Philippines Bill" of July 1, 1902, amounted to little more than a legalization, continuation, and development of the organizing work already done in all three of the branches of the Government, the executive, the legislative, and the judicial.

THE ORGANIZATION OF THE BUREAU OF EDUCATION.

Of the four departments of the central or Insular Government, the one with which the work of the Bureau of Education is most intimately associated is the Department of Public Instruction, of which it forms a large and important branch.

The General Office.

The General Office of the Bureau of Education is the Office of the Director of Education, who controls and directs the work of the Bureau in all its branches. The Director of Education is aided by the Assistant Director and the Second Assistant Director. The clerical work is carried on through five divisions of the General Office—the property division, the accounting division, the records division, the buildings division, and the division of publications and industrial information.

School Divisions.

For purposes of administration, the field is divided at present into thirty-eight school divisions, thirty-five of which are in the provinces; of the others, one is the city of Manila, one the Philippine School of Arts and Trades, Manila, and one the Philippine Normal School, Manila. Each of these divisions is in charge of a division superintendent of schools, who is appointed by the Director of Education with the approval of the Secretary of Public Instruction and of the Director of Civil Service. The division superintendent is the representative of the Director of Education in his division, and all matters between the General Office and the school division must be dealt with through him. He is

responsible for the property in his division, for carrying out the school policies dictated by the Director, and for the organization and success of the work in the division.

Years and Courses of School Work.

From the office of the division superintendent the work branches out into its several parts. The entire course as now prescribed covers eleven years of school work and is divided into three distinct and separate courses—the primary course of four years, Grades I, II, III, and IV; the intermediate course of three years, Grades V, VI, and VII; and the secondary course for four years, first year, second year, third year, and fourth year. Graduation from the secondary course concludes the student's work in the schools under the Bureau of Education.

For two divisions special courses have been provided. The Philippine Normal School offers courses in intermediate and secondary work, with model classes in the primary grades, and the instruction varies somewhat from the regular course of study allowing for special courses which are valuable in the training of new teachers, and in improving student teachers for future work in the provinces. The Philippine School of Arts and Trades confines its activities to intermediate and secondary work, with special trade features.

Supervising Districts and Intermediate and Secondary Schools.

With the exception of the Philippine Normal School and the Philippine School of Arts and Trades, each of the school divisions is divided again into several smaller school bodies according to the class and grade of the school work done. As most of the school children are found in the four grades of the primary course, the proper organization and supervision of the primary schools is of greatest importance. The municipalities of the division are grouped into a number of supervising districts each composed of one or more municipalities. Each district is in charge of a supervising teacher, who may be aided by one or more assistants. All of the primary work of the division is under the charge of these supervising teachers, and it is usual for the district

to contain one or more intermediate schools with classes in Grades V and VI.

When an intermediate school is large and of considerable importance, it may be separated from the supervising district and put in charge of a principal directly under the division superintendent. In most cases principals of intermediate schools are directly responsible to supervising teachers.

For high school work there is generally one secondary school in the province, with a distinct organization.

When the reason for it is evident, special schools of intermediate and secondary grade may be established in any division for specific purposes. Examples of these are the provincial trade schools and the school farms.

The supervising teacher or the principal of an independent intermediate or secondary school is responsible directly to the division superintendent and is the representative of the division superintendent in the district or school.

In several instances a teacher has been given special assignment as head teacher of a subprovince. In such cases the head teacher is a principal or a supervising teacher, and his relations with the other teachers of the section are of a supervisory nature.

Primary Schools.

Each municipality supports a central school for the municipality. This school may be of considerable size, with many teachers. It may maintain classes in all of the primary grades, and may have intermediate classes. The principal or teacher in charge of such a central school is named by the division superintendent and is responsible directly to the supervising teacher. Where a municipality is small or the attendance is limited, there may be only one teacher employed in such a central school.

In addition to the central school, each municipality has, as a rule, from one or two to fifteen or twenty hamlet or "barrio" schools, situated in the villages surrounding the town. This class of school, the barrio school, is the unit in the organization of the educational system. It is the school which reaches the mass of the people even in remote country places. It has usually but one teacher with classes in the

lower primary grades, though in some large and important barrios the school may have all of the primary and even some of the intermediate grades under a principal designated by the division superintendent. The teacher at the head of a barrio school is responsible directly to the supervising teacher, and is in no way dependent upon the organization of the central municipal school.

Teachers.

Both American and Filipino teachers are used in the school work, the number of Filipinos being about fifteen times the number of Americans. American teachers may be regular or temporary; all are appointed by the Director of Education with the consent of the Director of Civil Service. All American teachers are Insular employees. About a thousand of the Filipino teachers, more than a tenth of their entire number, are also regular or temporary Insular employees, and are appointed by the Director of Education with the approval of the Director of Civil Service. Of the other Filipino teachers, the majority are municipal employees and are appointed by the division superintendents. The American teachers are employed as supervising teachers and principals, and teachers in the higher academic grades and in certain technical and special branches. Filipino teachers are engaged in all branches of the work.

Assignments.

The number of Insular teachers, American and Filipino, allotted to each division is determined in the General Office. The principals of secondary and special schools are named by the Director, and in many instances supervising teachers, principals of intermediate schools and class room teachers are designated and their duties assigned by the Director. When such designation is not made in the General Office, Insular teachers are assigned to their stations by the division superintendents subject to the approval of the Director.

Municipal Teachers.

The status of American teachers and all Filipino Insular teachers who are subject to civil-service regulations is discussed elsewhere in this Manual.

Municipal teachers are divided into three classes; regular teachers, who receive salary throughout the year, including vacation; temporary teachers, who receive salary from the time during which they teach or are engaged in some work under the direction of proper school authorities; and "aspirantes"—apprentice teachers who volunteer to serve without pay in order to gain experience by actual work and fit themselves to become fully qualified teachers. Regular and temporary teachers are appointed by the division superintendent, generally upon recommendation of the supervising teacher. Apprentice teachers may be named by the division superintendent, or by the supervising teacher with the approval of the division superintendent. Each division has its own regulations covering the service and eligibility of its municipal teachers; in service and in the payment of salaries, these should follow in a general way the civil-service regulations for the Islands.

The eligibility regulations for municipal teachers cover three points—scholastic attainments, ability to teach, and executive ability. The aim is to raise the academic standing of the municipal teachers of the Islands as rapidly as possible, and higher grade teachers are being given the preference in making appointments. The Bureau is making an effort through correspondence courses and normal institutes to give all teachers further academic instruction.

In the employment of municipal teachers, special consideration is being given at present to industrial attainments, and in a number of divisions a first requirement is that the candidate for the position of teacher have a thorough knowledge of some branch of industrial work. There are in fact many instances of teachers who speak no English and have no scholastic attainments, who have obtained their positions because of their ability to give satisfactory instruction in certain industrial branches.

The salaries of municipal teachers, while they have been much increased during the last decade, are still very meager, due to the lack of adequate local school revenues. Effort is being made to better this condition, and wherever funds are available and the success of the teacher warrants

it, his salary is made commensurate with the responsibilities of the position.

The salaries of municipal teachers are fixed by the division superintendent, generally upon recommendation of the supervising teacher, and only the division superintendent may suspend and dismiss such teachers and authorize salary reductions.

The Establishment of Schools and Classes.

In the establishment of new schools and higher classes, the question of finances is of first importance; with available funds, the schools may be extended as the attendance and the importance of the work seem to warrant. As a general rule, there should be a guaranteed attendance of at least forty pupils to justify the establishment of a primary school with one teacher. More teachers may be assigned as the needs of the school require.

Regular intermediate schools are maintained in the centers of sections which need such facilities for instruction, and the full three years of the intermediate work may be given. A fifth and even a sixth grade of 10 or 12 pupils are sometimes allowed in connection with large primary schools when there is sufficient reason for maintaining such schools and equipment and teachers are available.

In the secondary course it is usually deemed advisable to establish a class in any year's work when 20 pupils desire to enter.

When the total enrollment of an intermediate or secondary school is very small, it is sometimes placed in charge of the principal of the next lower school in the same center. For instance, the intermediate classes may be under the principal of a large central primary school, or the secondary classes may be under the principal of an intermediate school.

Table of Organization.

The table on the organization of the Bureau of Education which is presented herewith will show the relations existing among the several branches. It gives likewise some significant figures on the extent and scope of the work in the school divisions.

Table of organization.

[Figures for March, 1911.]

Director.				3	Property division.
Assistant Director.					Accounting division.
Second Assistant Director.					Records division.
					Buildings division.
					Division of publications and industrial information.
		2	Chief clerk.		

Divisions.	Super- vising districts.	Inter- mediate schools.	Second- ary schools.	Total number of schools.		Monthly enroll- ment in division.	Estimated total pop- ulation in division.
				Central.	Barrio.		
Manila	4	6	3	31		12, 271	235, 000
Albay	16	8	1	33	102	10, 583	239, 434
Antique	12	6	1	18	85	10, 520	134, 166
Bataan	3	2	1	14	14	2, 308	45, 166
Batangas	11	11	1	31	104	10, 973	257, 714
Bohol	16	2	1	35	163	22, 846	269, 324
Bulacan	10	10	1	30	113	13, 973	223, 327
Cagayan	6	7	1	37	85	11, 293	152, 825
Camarines	10	13	1	54	82	10, 963	233, 472
Capiz	24	3	1	35	111	14, 683	278, 940
Cavite	11	5	1	29	43	8, 826	134, 779
Cebu	14	8	1	50	288	34, 981	694, 590
Ilocos Norte	8	6	1	22	110	14, 542	177, 667
Ilocos Sur	7	12	2	59	101	13, 325	214, 342
Iloilo	16	17	1	39	169	19, 026	403, 932
Isabela	4	3	1	14	42	2, 990	68, 793
Laguna	9	11	1	39	61	10, 495	148, 606
Leyte	23	11	1	51	210	23, 470	389, 631
Mindoro	7	2	1	14	37	4, 187	40, 659
Misamis	5	3		22	63	8, 589	137, 090
Mountain	7	2		20	30	3, 693	257, 556
Occidental Negros.	23	15	1	38	119	14, 178	301, 618
Oriental Negros	10	1	1	26	105	13, 023	184, 889
Nueva Ecija	7	8	2	31	72	9, 864	132, 999
Nueva Vizcaya	6	1	1	11	13	2, 301	22, 006
Palawan	5	1		13	21	3, 241	28, 022
Pampanga	12	8	1	31	129	13, 330	210, 358
Pangasinan	15	14	1	63	186	28, 540	439, 235
Rizal	5	6		29	42	7, 466	172, 800
Samar	15	8	1	44	132	14, 129	265, 549
Sorsogon	17	4	1	29	76	9, 221	167, 806
Surigao	14	4	1	22	97	9, 367	110, 225
Tarlac	6	7	1	21	116	11, 212	137, 155
Tayabas	12	7	1	37	76	14, 769	201, 929
Union	6	8	1	23	56	8, 845	126, 294
Zambales	4	3	1	19	29	6, 158	56, 099
Normal		1	1	3		744	
Trade		1	1	2		306	
General Office							
Commerce				2		222	
Deaf and blind				1		25	
Totals	377	245	38	1, 122	3, 282	431, 478	7, 293, 997

NOTE: School figures for March, 1911.

RELATIONS AND DUTIES OF OFFICIALS AND EMPLOYEES.**The Director of Education.**

Of the entire organization, the Director of Education is the Chief, and his decision is final in all matters delegated to him by law. There are, however, a number of matters on which his recommendation must have the approval of the Secretary of Public Instruction or the consent of the Director of Civil Service, or both, and a number of matters on which the opinion of other Insular officers must be secured.

The chief duties of the Director of Education are to carry out the policies of the Government with reference to schools; to provide an adequate course of study; to select text-books; to be responsible for the property, buildings, and equipment; to make appointments and fix salaries of Insular employees; to settle such disputes, difficulties and questions of discipline as come to his attention; to have charge of the entire personnel of the Bureau; to review and place his signature upon the official correspondence of the General Office; to plan continually for improvement, and for broadening the scope and increasing the value of the school work. For the success of the whole system, the Director of Education is primarily responsible. He in turn delegates to each employee of the Bureau his duties and holds him responsible for their accomplishment.

In the performance of his official duties the Director of Education is assisted by several other officials and employees in the General Office. In the work of directing the operations in the General Office and the field, he is aided by the Assistant Director of Education and the Second Assistant Director of Education. The routine work of the General Office and the general correspondence pass through the hands of the chief clerk, and are handled in the five divisions which have already been named.

The Assistant Director.

The Assistant Director of Education has supervision over the office organization both in the General Office and in the field. He attends to the districting of school divisions; arranges the assignments and transfers of teachers; reviews

expense accounts; and supervises the selection of school sites and the construction of school buildings. He handles over his own signature correspondence within the Bureau on these matters. In addition to these duties he is the advisor of the Director on matters in which his assistance and council are requested.

The Second Assistant Director.

The Second Assistant Director of Education is charged with the selection of general school supplies other than textbooks. Under his supervision all school property is distributed to the field. He is the representative of the Director in organizing, promoting, and supervising industrial instruction. The Second Assistant Director is authorized to handle over his signature all correspondence within the Bureau pertaining to his department. He is the councilor of the Director in matters on which his assistance and advice are sought.

The Chief Clerk.

The chief clerk is familiar with the detail of the work of the Bureau, and oversees and supervises the conduct of business. He has direct charge over the General Office force and sees that the several divisions perform the duties assigned to them. He assists the Director and the Assistant Directors in arranging matters which pertain to the general work of the Bureau.

General Office Divisions.

The chiefs of the five regular office divisions are responsible to the Directors, through the chief clerk. Each of these divisions has its corps of American and Filipino assistants, stenographers, clerks, and other employees.

The Property Division.

The chief of the property division is the property officer of the Bureau of Education. He is a bonded officer and is responsible for the clerical work connected with the purchase of such school supplies and text books as may be ordered, and for their proper receipt, allotment and distribution to the field. He keeps an accurate record of the property

responsibilities of all employees, taking due action in case of losses and of property rendered useless by service. He is responsible for bonding all officials and employees of the Bureau who are charged with property and money accountability.

The Accounting Division.

The administration is under the chief of the accounting division, who is a bonded officer of the Bureau of Education. His duties consist in the proper and accurate accounting of Bureau of Education funds, which he preaudits and disburses on proper authority. He is the advisor of the Director as to the state of the finances of the Bureau.

A special department of the accounting division is that of service and appointments, under the service clerk. This department keeps an accurate record of employees of the Bureau of Education, their appointments, service, salaries, promotions, vacations, vacation service, and leaves of absence, and receives applications for appointment and reinstatement.

Records Division.

This branch is under the administration of the chief of the records division. His duties consist in the accurate recording and filing of all Bureau of Education documents, correspondence, photographs, and reports. The statistical work of the General Office is under his direction.

The Buildings Division.

The chief of the buildings division handles all matters of school construction and grounds which require disbursements from Insular funds or from provincial or municipal funds with Insular assistance. This division may be called upon for advice and help in any matter of school construction under the direction of the authorities of the Bureau.

The Division of Publications and Industrial Information.

The chief of the division of publications and industrial information handles all material for publication. In the industrial department, this division compiles the industrial

information secured from the field. The several special industrial inspectors who are attached to the General Office are affiliated with this division.

Division Superintendents.

The head of a school division is the division superintendent of schools. He is the representative of the Director of Education and carries out the policies of the Bureau of Education in his division. He is responsible for the property of the division and for the success of the school work under him. In the performance of his duties he deals not only with his subordinates in the division school work but with other government officials, Insular, provincial and municipal, with every branch of provincial activities, and with the pupils and the entire population of the province. He must know these people personally and well, must be in sympathy with them and their work, and his relations with them must be of the most friendly nature. He must be familiar with the school work in his division in all the details of academic and industrial instruction, building construction, and financial matters, and must be intimately acquainted with the personnel under him.

The division superintendent handles all official matters with the General Office, and between his division and other branches of the Government service within the division. He submits the reports for the entire division to the Director; assigns to their stations and work new American and Insular Filipino teachers, both regular and temporary, who have not been assigned in the General Office; appoints regular and temporary municipal teachers and apprentice teachers; gives approval for the payment of certain provincial expenditures; coöperates with the municipal councils in the selection of local school boards; acting upon authority delegated to him, he names the pensionados to Insular schools allotted to his division; coöperates with the General Office in the construction of new school buildings from Insular funds; complies with inquiries from the Director upon industrial and other data; works out additional plans and improvements for the school work of the province, industrial and otherwise; approves the annual municipal

school "presupuestos" or estimates of school expenditures for the year, within the resources of the municipalities; makes frequent inspection trips about the division, visiting all schools; stimulates a proper spirit in athletics and other school activities; keeps the people of the province in touch with the schools and what they are doing, and in sympathy with the policies of the Bureau; determines the special courses of study to be pursued in his division; arranges for official examinations and for promotions; coöperates with the provincial board on many matters in which his advice and counsel are solicited; keeps a complete record of all official transactions; and is frequently called upon to assist other bureaus in their work. His duties in brief are to keep the school system of the province running smoothly and effectively along prescribed lines.

The division of the Philippine School of Arts and Trades has been established primarily to furnish practical instruction in the trades. With the construction of the new building, however, the work of the school is being greatly broadened and includes fifteen distinct departments; administration, academic, draughting, pottery, automobile repair, iron machines, blacksmith shops, foundry, wood machine shops, bench shops, wheelwrighting, finishing, painting, minor industries, and power plant. This school is the industrial normal school for the Islands, the center where teachers are trained to give instruction in manual training and other branches on their return from this school to their several provinces. The work is commercialized as far as possible. At the head of the school is the Superintendent of the Philippine School of Arts and Trades, whose duties in this school are similar to those of a division superintendent. Under him are the principals or heads of the several departments of the school.

The Philippine Normal School is a normal center for the Islands where teachers are prepared for class room work in the public schools. Its activities are also specialized along the several lines which students leaving the school will be called upon to teach on their return to the provinces. The head of this school is the superintendent of the Philippine Normal School, whose duties are similar to those of a

division superintendent. Under him are the several principals or heads of the various departments of the school.

A department of the Philippine Normal School which was established in 1907 and is now assuming considerable importance is the correspondence department. Its aim is to advance along academic lines those class room teachers who are unable to leave their work and attend school. Several courses in English and mathematics are offered.

Supervising Teachers.

In certain respects the position of the supervising teacher is one of the most complex and difficult in the Bureau of Education. More closely than any other employee does the supervising teacher come in touch with the great mass of the population. It is necessary that he know the pupils personally and be familiar with their homes, their families, their customs, industries, and diversions, their ambitions, failures, and successes. He must be a man of unusual ability to meet successfully the varied requirements of foresight, diplomacy, and energy that are placed upon him.

The supervising teacher is the representative of the division superintendent in his district. He handles all routine matters and correspondence, and submits reports on the district. He is responsible for the property of his district, for carrying out the policies of the Director and the division superintendent, and for the success of the work over which he has charge. His official duties in the district are in general similar to those of the division superintendent in the division, with respect to buildings, instruction, correspondence, examinations, promotions, recommendations, and disputes and difficulties which arise in the district. He organizes and carries out the industrial program and does considerable research work along industrial lines. Each year he makes recommendations on the appointments and assignments of teachers and on the disposition of available funds for the schools of his district during the year. He coöperates with the municipal council, the school board, and the several municipal officials on school matters, and with the municipal board of health on sanitary conditions. Programs for class-room work are prepared under his super-

vision. He outlines and plans with each principal and teacher the class room work which he has to perform, and sees that it is carried out. When financial difficulties arise, the supervising teacher takes the initiative in their adjustment. His approval is necessary on papers for the payment of the salaries of municipal teachers, and other disbursements from school funds. It is to the supervising teacher that the superintendent looks to keep the school attendance up to the desired figure, and for recommendation as to the establishment of new schools and classes. More and more it is the supervising teacher who is responsible for the school spirit of the province and for the success of new activities.

Principals of Intermediate and Secondary Schools.

As the head of an independent intermediate or secondary school, the principal is the representative of the division superintendent and answers to him in school affairs relating to the work over which he is in charge. In routine correspondence, reports, records, property, examinations, promotions, and the direction of class-room work, his duties are similar to those of the supervising teacher. His time is largely taken up in organizing classes, directing class-room work, assigning classes and subjects to their teachers, arranging programs and schedules and encouraging the proper school spirit in all school activities.

In the work of the Philippine School of Commerce and the School for the Deaf and Blind, the duties of the principals in charge are very similar to those of the head of any other intermediate or secondary school. The courses in the School of Commerce are worked out with the object of giving pupils a thorough training in business methods. The aim of the School for the Deaf and Blind is to give such unfortunate children instruction which will better their condition somewhat, and the branches taught are selected for this specific purpose.

Principals of Primary Schools.

The principal or teacher in charge of a primary school, central or barrio, is answerable to the supervising teacher of his district for the routine matters of the school in the

same manner as the principal of a higher school. He keeps the records of his work, renders reports, directs the activities of the school under the orders of the supervising teacher, and is responsible for the success and discipline of the school.

Class-Room Teachers.

The actual school instruction is given by the class-room teacher, and he is the one who is finally responsible, both to his superior officers and to the pupils, for the proper conduct of his classes. To the principal or the supervising teacher, on the one hand, he is responsible for property, reports and routine matters, and for carrying out the instructions dictated by the officials of the Bureau and encouraged by the local school authorities, for the proper school spirit in the classes under him, and for the success of the work. On the other hand, he is responsible to the pupils and their parents and to the neighborhood in which his class is located, for providing high class instruction, for giving each pupil the advantage of his personal attention and example, and for maintaining a high moral tone in his school. The class-room teacher follows the instructions of his immediate superiors, and carries out the programs and lesson-plans arranged in consultation with the supervising teacher. He maintains order in his classes, settles disputes and questions, renders reports promptly, and performs the usual duties of class-room teachers in assigning lessons, hearing recitations, giving tests, etc. In the present scheme of industrial education his special duties are to find out new available raw materials and the correct methods of their preparation, to experiment with them in his class room, to institute instruction along desirable lines that have proved successful elsewhere, and in a general way to render valuable service to the community in the development of latent local resources and industries. The class room teacher knows each pupil by name, is familiar with his family, his residence, and the details of his home life.

In special schools such as the trade schools, the School of Commerce and the Normal School, the duties of the class-room teacher are of a very specialized nature, and he is

often assigned to a single task or a single process in some industrial line, or to a single subject in class-room work. A new field which has received considerable attention is that of school athletics and physical development, and assignments of teachers are sometimes made with the object of their assisting in this line of school activity.

Classes.

The regular course of study calls for day classes, in mornings and afternoons, five days of the week, Saturday and Sunday being excepted, and this schedule is followed out with little variation. Elsewhere in this Manual is presented a list of the public school holidays. This list is changed from time to time, and occasional special holidays are proclaimed by executive order or are allowed with departmental sanction.

No night classes are operated by the Bureau of Education at present outside of the city of Manila. Night classes are maintained by the Bureau in the Philippine School of Commerce, and by the city of Manila in several of the city schools.

There are still some divisions in which regular teachers' classes are held by supervising teachers and principals for the improvement of the teaching body of the district or school. These regular classes are fast being eliminated. However, it is still the policy to have the entire teaching corps of the district or school hold in the center an occasional meeting, perhaps weekly or monthly, to discuss school conditions and plans. These meetings may take place on Saturdays and may be developed into important conferences with unusual opportunities for extending school activities.

While annual provincial normal institutes are still held in the majority of divisions, this feature of the schools is in some sections being displaced by summer assemblies at large interprovincial centers. The assemblies are attended by teachers from several neighboring provinces, and as normal schools they are now looked upon as superior to the

division institute. Chief among these is the Teachers' Vacation Assembly held at Manila each summer in the Philippine Normal School and the Philippine School of Arts and Trades. Here a thousand teachers from all parts of the Islands are assembled during each long vacation, and the normal instruction received is of a most practical nature and is productive of great benefit to teachers and their schools.

Acting Officials.

When the regular incumbent leaves his office and position, permanently or temporarily, by death, transfer, or for any other cause, and does not perform his duties for a period of time, his work is usually temporarily done by another who acts in his place and receives the title of the regular incumbent prefixed by the word "acting." The duties of an acting official or an acting head of a school are the same as those of the regular incumbent, perhaps carrying with them in addition the duties of the person acting, if he is not in the meantime relieved of his regular duties by another employee.

Male and Female Teachers and Employees.

In so far as is possible, it is the policy of the Bureau to engage male employees both in the office and in the field. There are, however, certain positions, such as teacher of domestic science, in which only women can be employed, and a number of places in intermediate and secondary schools which women can very well fill. As a general rule, no women are appointed to the service unless they are the wives, immediate relatives, or fiancées of men examined for, appointed to, or already employed in the Philippine service.

RELATIONS WITH OTHER BRANCHES OF THE GOVERNMENT.

In the work of the Bureau of Education, its officials, from the Director to the class-room teacher, come in contact in one way or another with nearly every other branch of the

Philippine Government, Insular, provincial, and municipal. Their relations with other branches may not always be of an official nature, nor need they always have a direct bearing on school affairs, but they are such that the school authorities must give them consideration and attention, and lend a certain amount of assistance.

The General Office is frequently called upon to coöperate with certain other bureaus. This coöperation is effected through the Directors and the staff of the General Office. Where another bureau requests the assistance of the Bureau of Education in its work, the Director may call upon the entire field and secure its assistance in every part of the Islands. Such duties and courtesies in connection with other bureaus are of prime importance. In exchange for these attentions the General Office frequently calls upon other branches of the Insular Government for assistance along certain lines, and this exchange of courtesies is a considerable factor in the operation of the Insular Government.

In the several school divisions, the division superintendent likewise comes into contact with numerous other branches of the Government, and renders them and receives from them the same courtesy and attention. The school work of the division continually requires the assistance and co-operation of the several provincial officials, the provincial governor, the provincial treasurer, the third member, the provincial board as a whole, the provincial recorder, the provincial fiscal and others. In an official way the division superintendent has relations with the district auditor, the district engineer, the senior inspector and other officers of the Constabulary, the district health officer, the Delegates to the Philippine Assembly, and others. In a semi-official or social way he meets intimately these officials, as well as officers of the United States Army and Navy.

The division superintendent of schools must also be on friendly terms with the commercial houses which handle the trade of the locality, Europeans, Filipinos and Chinese, and his relations with the foreigners who may be located in the division are often of an intimate character. These persons may be engaged in private business; or they may

be priests or missionaries representing catholic or protestant churches.

Among the Filipinos, the division superintendent is of course on familiar terms with the "principales" or chief people of the province, the rich people, and the people of influence and power; and he must at the same time have the interests and aspirations of the common folk at heart. The political and religious questions of the people are understood by him; he is conversant with their customs and superstitions, their diversions and amusements, their trials and their accomplishments. He has a live interest in these people and is frequently called upon to take a part in their social life.

In the municipality, the supervising teacher and principal consult frequently with the president on questions of attendance and other school matters and on the carrying out of school ordinances. The municipal council is called upon to make appropriations for school work, for the payment of salaries, for school construction and repairs, and for the enactment of school ordinances. The municipal treasurer is charged with the payment of school salaries upon proper authority, and with other disbursements of funds for school purposes. He also advises the school authorities on the conditions of finances in monthly reports. In several ways the school authorities treat officially with the president, the vice-president, the council, the municipal treasurer, the justice of the peace, the municipal secretary, and others. In the organization of the municipality, the territory is portioned out into districts over which the municipal councillors have jurisdiction. In the school interests the councillor visits his district and sees that the schools receive proper assistance and attention from the people of the barrio. He is in a measure responsible for keeping the buildings in repair and for school construction. When the schools of his district need attention he brings the matter before the council. In matters of attendance and other school affairs, he has the assistance of the "tenientes" or lieutenants of his barrios.

In each municipality there is a local School Board. While

this board is purely advisory in its powers, its suggestions and recommendations receive the respectful attention of the council, and it should be consulted by the supervising teacher on various school matters. The local school board can be used to advantage in most municipalities, and its influence can be greatly developed.

The supervising teacher resident in a municipality may be a member of the municipal board of health and has then certain well defined duties in connection with the sanitary conditions of the municipality.

Scholarships.

In recent years a system of scholarship appointments to higher schools, particularly Insular schools, has grown up in the Bureau of Education. This system has proved so serviceable in the development of a corps of efficient teachers that it is being heartily encouraged and is being greatly extended. The scholarship student is called a "pensionado." The student who obtains one of these scholarships receives certain assistance from the Insular or municipal government, and in exchange for this opportunity for advanced study he agrees in a signed contract to serve the Government for a definite time after the termination of the scholarship period. At the present time scholarships are provided from two sources, Insular and municipal, and are open in certain lines to male and female students and teachers.

The highest scholarship of all is the Insular scholarship to the United States. Very few appointments to this scholarship have been made in the last three or four years.

Legislation each year makes available certain appropriations for the support of teacher and student pensionados in Insular schools and in the University of the Philippines. Students receiving these appointments consult with the several school authorities in the selection of the scholarship courses which will be taken up. The scholarship may be to one of the following institutions: The Philippine School of Arts and Trades; the Philippine Normal School; or the University of the Philippines, in one of the following branches: the College of Medicine and Surgery, the School

of Forestry, the College of Agriculture, the College of Veterinary Science, or the College of Liberal Arts.

The law also provides that where financial conditions make it desirable the municipality may maintain one or two students as pensionados in one of the Insular institutions in the same manner as the Insular scholarship described above. Because of other more imperative demands on municipal resources, this right is seldom exercised.

In addition to this, provision is also made for municipal scholarships to provincial high schools, though this procedure is not encouraged and is seldom practiced.

Outside of the Bureau of Education, other branches of the Government look to this Bureau to provide apprentices for them, and appointment to such apprenticeships is equivalent to scholarship appointment. These embrace appointments: to the nurse scholarships, provided by the Bureau of Health, in which eligibles pursue a course for nurses in one of the Manila hospitals; to the hospital attendants' service, established by the Bureau of Health for young men; as apprentice surveyors, who are selected from a list of eligibles and receive a pension while they pursue a special course in the Manila High School, under the direction of the Bureau of Lands; as apprentice printers, who pursue a course under the Bureau of Printing; and as apprentice telegraph operators under the Bureau of Posts.

Financial Support.

In all branches of school work, secondary, intermediate, and primary, the Insular Government renders considerable assistance. For provincial high schools, the province provides buildings and equipment, while the Insular Government pays the salaries of the teachers employed; pupils are required to purchase their own books. The intermediate schools, except where they are provincial schools, are supported by the municipalities in which they are located; but they receive considerable assistance from the Insular Government in the payment of salaries of teachers and in equipment and supplies; buildings are provided by the municipality, and pupils in the seventh grade are required to buy

their own books. Municipal schools of all grades are supported by the municipalities in which they are located, though they receive some assistance from the Insular Government in buildings, equipment and salaries of teachers. The entire cost of superintending and supervising is borne by the Insular Government.

Sources of Salaries.

All employees of the General Office and division superintendents, American teachers, and Filipino Insular teachers are paid from Insular funds, out of the annual appropriations for the Bureau of Education. Certain Filipino teachers among the non-Christians may be paid from provincial funds. Insular assistance is sometimes rendered for the payment of salaries of barrio teachers in poverty-stricken localities. Regular and temporary municipal teachers are paid from municipal funds. Apprentice teachers receive no pay.

Tuition.

When a pupil from one neighborhood attends a school in another section, to whose privileges his residence does not entitle him, the authorities may require him to pay tuition for such attendance. This right is seldom exercised, however, and in instances where the attendance of numbers of outsiders might work a hardship on one school body, the Insular Government usually renders such assistance as will offset the increased demand on it.

School Revenues.

The Insular revenues come from many sources and are disbursed by the Insular Treasurer upon proper authority, among the several branches of the Government. In the appendix to this Manual will be found a list of the sums of money which have been appropriated for the Bureau of Education each year since the American occupation. These amounts show that with the growth of the Bureau of Education, continually increasing appropriations have been made for school purposes.

Although no part of the provincial income is set aside by law for school purposes, it is possible for the Provincial Board to spend a portion of the provincial income in the interests of the schools. In this manner considerable sums have been used in the construction of provincial high school buildings and in the maintenance of regular provincial high schools and trade schools.

The municipal school fund receives revenues from two main sources. A considerable portion is derived from the collections made by the Bureau of Internal Revenue. The law provides that a tax of not less than one-fourth of one per cent and not more than one-half of one per cent shall be levied on certain properties within the municipality. At least one-fourth of one per cent as provided in this manner is devoted exclusively to the support of the public schools. In addition to these, there are other minor sources of revenue from which a small income may be inverted into the school fund.

While it is determined by law that no money may be transferred permanently from the municipal school treasury to any other fund, it is also provided that the municipal council may with the approval of the Provincial Board transfer from the general fund of the municipality sums of money for the assistance of the schools. This may be either for current operating expenses or for special purposes. Such a transfer is permanent. Again it is provided that money may be borrowed from the general fund of the municipality by the school treasury, upon certain conditions. Under these provisions, the schools have received very great and timely assistance from the general funds of the municipalities in all parts of the Islands.

COURSES OF STUDY.

Courses of instruction—primary, intermediate, and secondary—for the public schools of the Philippines were prepared in the school year 1903–4 and prescribed in June, 1904. They were first published in Bulletin No. 7, "Courses of Instruction for the Public Schools of the Philippine Islands." The intermediate and secondary courses were discussed and their character further described in the Fourth Annual Report of the General Superintendent of Education (pp. 27 to 41.) The primary course was at first planned to cover a period of only three years; but in 1907 it was extended to cover four, this change being made for the purpose of giving more time in the school work to industrial arts, and hygiene and sanitation.

In order to further systematize the work of instruction and to establish standards of attainment, Circular No. 66 was published in July, 1908. Circular No. 70, of July 16, 1909, authorized special intermediate courses of study, to afford better preparation for teaching, farming, tool work, housekeeping and household arts, and business. Still more recently, Circular No. 64, issued on May 29, 1911, effected a revision of the high school course. The chief aim in making these changes is to lighten the course somewhat and to make it of the highest possible practical value to the pupils.

Such are the main points in the development of the public school curriculum during the past six years. The courses of study have been the subject of much experiment; and from the beginning they have been considered tentative and open to such modification as the needs of the schools might require.

The industrial work of the various grades is outlined in somewhat greater detail than the academic work, first,

because this industrial instruction has never been definitely indicated in any previous bulletin, and second, because suitable industrial manuals or texts are not available as for the academic branches. Promotion from grade to grade will be dependent upon the satisfactory completion not only of the academy subjects, but also of the prescribed industrial work. School divisions and districts which are not prepared to handle this industrial instruction properly should make arrangements immediately for the purchase of the essential equipment and the training of the necessary teachers.

In this announcement mention is made of the text-books prescribed for use in the various grades and subjects, and wherever these are available in suitable quantities they will be used. If an adequate supply of the required texts is not at hand, other similar books may be used, but those mentioned herein should be considered as fixing the standard of the Bureau. Primary, intermediate, and secondary courses of instruction, as hereinafter detailed, are prescribed for use in Philippine public schools, this action being taken in accordance with the provisions of Act No. 74, which empowers the Director of Education to fix the courses of study.

PART I.—THE PRIMARY COURSE.

The full primary course consists of four grades; and the plan of education for the Islands presupposes a school offering the full course in each municipality. For the present, only the first three grades of the primary course are to be given in barrio schools. The subjects of study of those grades are: English, including reading, spelling, and language work; writing; arithmetic; a primer of geography; singing; drawing; industrial work in articles of native manufacture; gardening. The subjects of instruction in Grade IV are: English, including reading, spelling, language and composition, and stories from Philippine history; arithmetic, with special problems on industrial matters and the keeping of simple accounts; geography; writing; music; drawing; hygiene and sanitation; govern-

ment; and industrial work, including weaving, basketry, gardening, poultry raising, woodwork, pottery, and elementary housekeeping and household arts.

Primary course.

Grade I.	Grade II.	Grade III.	Grade IV.
Reading.	Reading.	Reading.	Reading.
Language.	Language.	Language.	Language.
Numbers.	Arithmetic.	Arithmetic.	Arithmetic.
Writing.	Writing and drawing.	Writing and drawing.	Writing and drawing.
Industrial work.	Industrial work.	Industrial work.	Industrial work.
Recreation exercises.	Recreation exercises.	Music and calisthenics.	Music and calisthenics.
	Spelling.	Spelling.	Spelling.
		Geography.	Geography.
			Hygiene and sanitation. Government.

GRADE I.

[Time required, three and a half to four hours daily.¹]

Reading.—Minimum time, twenty minutes daily. Begin by teaching the pronunciation, meaning, and form of about twenty common words by means of objects. Philippine Reading Chart and Philippine Chart Primer for the first semester, and the First Year Book for the second semester, completed to page 117. Alternative text: The Revised Insular Primer, Gibbs, for second semester.

¹ Teachers will bear in mind that the school day for primary schools consists of not less than five hours of work. The fact that three and a half to four hours daily are prescribed for Grade I does not mean that at the end of that time the teacher is free for the day. The nature of the instruction in Grade I is such that but little text-book work can be done; and this fact entails upon the teacher the necessity of spending outside of the hours assigned for class instruction considerable time in planning and arranging the subject-matter for the various lessons. Then, again, the number of pupils in Grade I is often very large; and in order to avoid having to handle an unwieldy number in any one class, the supervising teacher may sometimes find it advisable to arrange for half of the pupils to come early in the morning and the other half to assemble a little later. In this way all the pupils may perform their industrial work together; after which some may be dismissed, while others will remain to finish their academic work.

Language.—Minimum time, twenty minutes daily. Simple conversation about familiar objects, as leaves, flowers, seeds, fruits, stones, sticks, books, pictures, pencils, matches, balls, tables, mats, hats, boxes, bells, shells, and parts of the body. Objects should be in the schoolroom and, wherever possible, in the hands of the children. Conversation games once or twice a week to teach action words, only familiar actions to be taught in the first semester. Avoid monotony by giving wide variety to these exercises. This class should be given as much time as the reading class.

Numbers.—Minimum time, twenty minutes daily. Teach pupils to count to 10, using objects. With numbers not exceeding 10, perform all possible operations in addition, subtraction, multiplication, and division. Illustrate every new combination or operation by means of objects. Discontinue use of objects upon completion of the first semester. Primary Arithmetic, Bonsall, Part I, as teacher's manual.

Writing.—Minimum time, twenty minutes daily. Pencil and slate or paper. Writing should be closely correlated with reading, language, and busy work. When pupils have learned to read a new word, they should be taught to write it.

Industrial work.—Minimum time, thirty minutes daily. One of the following courses, (a) or (b), must be taken. Division superintendents will decide and publish for each town the character of the industrial work to be pursued in this and other grades. They will designate the native art or arts to be adopted for instruction in each school, the matter being determined usually by the character of the materials available in the locality. Wide discretion is allowed, but from time to time division superintendents will be called upon for report of their action by the Director of Education. (a) Hand weaving: The making of mats and bags from buri, caragomoi, and other similar fibers; making of fans, trays, and picture frames from a combination of buri or caragomoi with bamboo or rattan; the making of small baskets and book satchels from caragomoi, buri, coconut fiber, coconut midrib, and rattan, with nito

and irao for finishing and decorating.¹ (b) Gardening: Planting, protecting, and cultivating shrubs and flowers about the yard, care being taken to develop a sense of good taste in the order of arrangement. The pupil may also be assigned to light work in vegetable gardening where conditions justify it.

Recreation exercises.—Minimum time, sixty minutes daily. (a) Busy work: Stick laying, coloring, paper cutting, paper tearing, paper folding, braiding, bead and seed stringing, and knot tying, outline drawing with pencil. (b) Singing: Simple rote songs.² (c) Calisthenics: Exercises will be selected from "Physical Training for Filipinos" in this and higher grades.

NOTE.—Some form of busy work should ordinarily come just after each recitation during the day. Singing and calisthenics need have no particular place in the program, but should be held in reserve by the teacher to be used when the school needs a little relaxation.³

GRADE II.

[Time required, four hours daily.†]

Reading.—Minimum time, twenty minutes daily. Insular First Reader, Gibbs, completed. Alternative text: First Book in English, Bobbitt.

Language.—Minimum time, twenty minutes daily. First Primary Language Book, Reimold, completed. Occasional conversation games.

Arithmetic.—Minimum time, twenty minutes daily. Primary Arithmetic, Bonsall, Parts I and II, completed. Alternative text: First Book in Arithmetic, Wentworth, completed.

¹ Materials for industrial work for all grades will be collected and prepared by pupils wherever possible.

² "The Standard Course of Study in Vocal Music for Philippine Schools" will be the guide for the music work of all grades.

³ Throughout the primary and intermediate courses, some definite time shall be given to appropriate instruction in Manners and Right Conduct. For outline on this subject, see Bureau Circular No. 143, series 1910.

† See note at bottom of p. 54.

Writing.—Minimum time, twenty minutes three times a week. Philippine Writing Book, No. 1, completed. If copy books and pen and ink are not available, teacher should write copies on the board and require pupils to practice writing with pencil on slate or paper.

Drawing.—Minimum time, twenty minutes twice a week. Philippine Drawing Course, Book 1, Hiltz, to be used for models, but not to be drawn in. Newspaper stock to be used for practice and Catalan paper for exhibition work. (See Manual to Accompany the Philippine Drawing Course. Hiltz.)

Spelling.—Recitation period should not exceed ten minutes daily. Each recitation should consist of about ten words selected from texts in use.

Industrial work.—Minimum time, thirty minutes daily. One of the following courses. (a) Hand weaving: Same articles made as in Grade I, but larger and better in quality, with the addition of hat weaving from buri, making of picture frames and other woven wall ornaments. Materials: Rattan, lupis, caragomoi, anis de mora, sabutan, etc. (b) Gardening: Assisting more advanced pupils with their plots in the vegetable garden; protecting and watering plants; use of simple tools, such as sticks, bolos, and trowels. (c) Woodworking: Polishing coconut shells, making canes and picture frames; making rulers, spoons, dippers, etc. (d) Clay modeling: Cubes, spheres, cylinders, pyramids, animals, etc. (e) Lace making: Simple patterns; work may be introduced in preceding grade if girls are sufficiently advanced in years. (See Bureau of Education bulletin on Lace Making and Embroidery.)

Recreation exercises.—Minimum time, sixty minutes daily. (a) Busy work: Same kind of exercises as those given in Grade I, but more advanced, with the addition of beadwork and the busy work devices suggested in the texts in use. (b) and (c) Continuation of Grade I exercises in singing and calisthenics. Primer, Modern Music Series, and Physical Training for Filipinos.

GRADE III.

[Time required, five hours daily.]

Reading.—Minimum time, twenty minutes daily.¹ Insular Second Reader, Gibbs, completed.

Language.—Minimum time, twenty minutes daily. Second Primary Language Book, Reimold, to bottom of page 81.

Arithmetic.—Minimum time, thirty minutes daily. Primary Arithmetic, Bonsall-Mercer, Part III, to bottom of page 86. Alternative text: Second Book in Arithmetic, Wentworth, pages 1 to 60, page 87, and pages 90 to 114.

Writing.—Minimum time, twenty minutes three times a week. Philippine Writing Book, No. 2, completed.

Drawing.—Minimum time, twenty minutes twice a week. Philippine Drawing Course, Hilts, Book 1, to be used for models, but not to be drawn in. Newspaper stock to be used for practice and Catalan paper for exhibition work. (See Manual to Accompany the Philippine Drawing Course, Hilts.)

Spelling.—Recitation period not to exceed ten minutes daily. Each recitation should consist of about ten words selected from texts in use.

Geography.—Minimum time, thirty minutes daily. Home geography: The following subjects should be taught: Direction and distance, mapping the school premises and the barrio or town; highlands, as hill, mountain, slope, summit; lowlands, as plain, swamp, valley; natural divisions of water, as brook, river, source, current, bank, mouth, estuary, lake, sea; common plants and animals of the neighborhood. Teachers should consult pages 4 to 13 and 119 to 121, Gibbs's Insular Geographical Primer. In the second semester, the class should obtain a knowledge of this primer to page 61.

Music and calisthenics.—Minimum time, twenty minutes

¹ Where primary classes are unusually large and the teaching force limited, it may be found advisable to assign a period of forty minutes daily to such subjects as Reading, Language, Arithmetic, and Geography. The class may then be divided into two sections, one-half of the pupils to recite twenty minutes while the other half observe.

daily. First Book, Modern Music Series, and Physical Training for Filipinos.

Industrial work.—Minimum time, forty-five to sixty minutes daily. The requirement for industrial work in this grade will be the acquiring of ability on the part of the pupil to make well some serviceable, artistic, and usually salable article as specified below. In order to receive credit, the pupil must give evidence of knowledge of the technique of the art and must also be familiar with the materials out of which the article is made and their preparation. Every school should maintain a vegetable garden, unless soil conditions make it absolutely impossible to do so. Not more than two of the following courses to be pursued simultaneously by any one pupil: (a) Hand weaving: Making of all kinds of mats, special attention being given the sleeping mat; slippers, usually woven from hemp braid on rattan frame; hammocks made of hemp or rattan; fish nets made of hemp or similar fiber; hats of a better quality than those woven in Grade II, sabutan being used by advanced pupils. (b) Basketry: Various kinds of baskets of a good quality. The products of this grade should be salable wherever there is a demand for baskets. (c) Gardening: The pupil should be given a garden plot of his own and required to grow such vegetables as gabi, okra, beans, lettuce, eggplant, pechay, carrots, cabbage, camotes, peper, sincamas, ampalaya, corn, tomatoes, beets, ginger, garlic, peanuts, and radishes. Home gardening among the pupils will also be promoted. (See Bureau of Education bulletin "School and Home Gardening.") (d) Woodworking: Framing hyloplates; repairing desks, windows, doors, tables, etc.; making lace bobbins, hatracks, and other articles needed about the school. (e) Bamboo and rattan work: Making kites, lanterns, picture frames, and fish traps, framing hyloplates. (f) Loom weaving: Mats with a yarn warp and fiber woof; window screens from banban, lupis, hemp, bamboo. (g) Pottery: Making brick, flowerpots, ricepots, ovens, water jars, stoves. (h) Sewing: Making doll clothes, hemming towels, napkins, pillowcases, sheets, and making clothes. (i) Lace making: Continuation of work of preceding grade. (See Bureau of Education bulletin on Lace Making and Embroidery.)

GRADE IV.

[Time required, five hours daily.]

Reading.—Minimum time, twenty minutes daily. Insular Third Reader, Gibbs, completed. Supplementary reading: Stories of Long Ago in the Philippines, McGovney.

Language.—Minimum time, twenty minutes daily. Second Primary Language Book, Reimold, reviewed and completed, supplemented by Industrial Studies and Exercises, Reimold (this book is now in print and will soon be available for distribution). Alternative text: Lessons in English, Gibbs.

Arithmetic.—Minimum time, thirty minutes daily. Primary Arithmetic, Bonsall-Mercer, Part III; review earlier portions and complete text. Alternative text: Second Book in Arithmetic, Wentworth.

Writing.—Minimum time, twenty minutes three times a week. Philippine Writing Book, No. 3.

Drawing.—Minimum time, twenty minutes two days a week. Subject-matter should as far as possible be determined by, and correlated with, the industrial work pursued. Philippine Drawing Course, Book 3, Hilts, to be used for models, but not to be drawn in. Newspaper stock to be used for practice and Catalan paper for exhibition work. (See Manual to Accompany the Philippine Drawing Course, Hilts.)

Spelling.—Recitation period not to exceed ten minutes daily. First Spelling Book, Purcell.

Geography.—Minimum time, thirty minutes daily. Insular Geographical Primer, Gibbs, completed. Review Geography of the Philippines. Class should have access to the "Map of the Philippine Islands."

Hygiene and sanitation.—Minimum time, twenty minutes three days a week. Health lessons; causes of disease; necessity of cleanliness of person, home, and town. (Text in preparation.)

Government.—Minimum time, twenty minutes two days a week. The principal or supervising teacher should organize this grade into a Home and Town Improvement Society.

After learning society procedure, how to render general programs and conduct discussions, the society should take up the study of the local government—officers, their powers and duties, how they obtain their positions, terms of office, compensation; the justice court in all its phases; the municipal council and its workings; taxes and other sources of revenue, how collected and for what purpose expended; Postal Savings Banks. Study should be made of condition of local market, plaza, streets, roads, bridges, and public buildings and how improvements may be effected. School premises and plaza may be kept in good condition. Attention should be given to public protection; services of policemen, firemen, and health officers. The year's work should include a study of the history of the town.

Music and calisthenics.—Minimum time, twenty minutes daily. First Book, Modern Music Series, completed, and Physical Training for Filipinos.

Industrial work.—Minimum time, sixty to one hundred minutes daily. As in the preceding grades, the industrial work may vary according to the needs or possibilities of the locality, but should in all cases be definitely prescribed by the division superintendent. This industrial work should be so practical in character that the year's work will in some measure prepare every boy and girl for earning a living or making a home. Not more than two of the following courses to be pursued simultaneously by any one pupil: (a) Hand weaving: Same as in preceding grade, but more in amount and better in finish and design. (b) Basketry: A continuation of the work of Grade III, with special attention to design and finish. (c) Gardening: Continuation of the work of Grade III, with the addition of fertilizing, seed selection, and germination. (d) Poultry raising. (e) Woodworking: As outlined in "A Manual of Elementary Carpentry." (f) Bamboo and rattan work: Fences, stools, tables, bookcases, beds, chairs. (g) Loom weaving: Abacá cloth, piña, sinamay, cotton, jusi. (h) Pottery: Same articles as in Grade III, but better in quality. (i) Domestic science (required for all girls, not less than forty minutes daily): (1) Cutting and making garments; (2) elementary

cooking; (3) household sanitation. (j) Lace making. (k) Embroidery. This subject may be introduced in lower grades if the girls are sufficiently advanced in years. (See Bureau of Education bulletin on Lace Making and Embroidery.)

PART II.—THE INTERMEDIATE COURSES.

The plan in general.—The intermediate course of three grades was originally organized in 1904, not so much as a preliminary step to the high school as to give the boy and the girl a preparatory training for a useful occupation. The course has realized this purpose, and its value as a preparation for life has been demonstrated. An examination of the records of boys and girls who have graduated from intermediate schools since 1905 shows that almost without exception they are leading industrious lives. A large number of occupations are represented by the employments in which intermediate graduates are now engaged. It is from these graduates that the successful artisan, farmer, civil-service employee, nurse, and housekeeper will come.

From its first organization the intermediate school was given a distinct and practical character. It was prescribed that the boy and girl should receive instruction not only in the common branches, but also in elementary science, agriculture, tool work, mechanical drawing, and housekeeping. The intermediate course has recently been specialized into six different lines, as follows: The General Course; The Course for Teaching; The Course in Farming; The Trade Course; The Course in Housekeeping and Household Arts; and The Course for Business.

This specialization was made in the belief that the child who has attended the primary school and has learned to read, write, and cipher, and whose means permit him to receive only a limited amount of instruction, should be helped to secure a training that will directly prepare him for a useful life and should be allowed the exercise of a choice in the kind of training to be taken. It is believed that in public-school courses there has been too great uniformity and that the hard and fast course which all

pupils are generally required to follow is not primarily designed to lead to the acquirement of a vocation, but was originally framed as a preparation for professional training. The truly democratic public-school system must be devised not for the sole benefit of a small class who will pursue higher and professional studies, but rather for the purpose of providing useful instruction for all classes of people. The public-school system of the Philippines owes many of its ideals to the American public-school system; but the general plan of studies has been shaped to meet the actual necessities of the country, uninfluenced by prevailing practices in America. In fact, the American plan of primary, grammar, and high-school courses can not be considered satisfactory. American public-school statistics show a lamentable falling off in attendance in the last grades of the grammar school. The average boy is not interested in a school course which, after teaching him to read and write, appears to conduct him to no definite calling, and he leaves school. His education has trained him to no particular kind of usefulness; and he enters the class of unskilled and untrained labor, or fits himself outside of school for some higher pursuit. These considerations suggest that not only here in the Philippines, but in the United States as well, a differentiation of the instruction in the last grades of the grammar school is highly desirable.

The intermediate school organization.—Every intermediate school in the Philippines will definitely adopt one or more of the courses indicated above, and, in accordance with this action, will take character as a special school established for a particular purpose. Except in rare cases, not more than two courses should be pursued in a single institution. The division superintendent will determine the courses to be followed. At least one school in each province should adopt the Trade Course. This will usually be the institution at the provincial capital. In most cases it will be found advisable to give the General Course also at the capital, and probably the Course in Housekeeping and Household Arts. Other schools about the province may adopt the Course for Teaching and the Course in Farming.

By this procedure an intermediate school system may be built up which provides as fully as possible for the needs of the province and at the same time guards against unnecessary duplication of instruction. The school day for an intermediate school consists of six hours, including intermissions. General experience proves that the best organized school day, is one having a forenoon session of three and a half hours and an afternoon session of two and a half hours. This arrangement enables teachers and pupils to arrive somewhat before school and to depart leisurely, with consequent opportunity for teachers to become acquainted with pupils, to mingle with them in their recreation and social life, to help them over difficulties, and to make effective the element of personal influence.

Where it is impossible for the pupils to return for an afternoon session because of the remoteness of their homes or for other good reasons, the following arrangement of the school session will be authorized. A forenoon session from 7.30 to 11.30, followed by an intermission of thirty minutes for lunch, and a second session from 12 to 2. It is not expected that an instructor will teach continuously during the entire session or that a pupil will be in recitation for six successive hours, excepting in the courses where the proportion of industrial work is very large. Especially in the General Course and the Course for Teaching, one or two periods should be free for both teacher and pupils for consultation, study, and intermission from the strain of instruction and recitation.

Promotion and graduation.—An intermediate certificate is given upon the satisfactory completion of any one of these courses and should specify the course in which the pupil has been trained. For the purpose of advanced standing, these certificates all have the same value; a certificate of completion of any intermediate course will admit a pupil to a secondary school.

The General Course.

Time required, six hours daily, which allows for eight periods of forty minutes each, ten minutes for opening exercises, and two rest periods of fifteen minutes each or one rest period of thirty minutes. This division of time

allows for only one study period per day. However, in case of some of the subjects a period of forty minutes is long enough to allow part of the time to be spent in preparing, and the remainder in reciting, the lesson. Wherever double periods are prescribed, the work must be continuous through a period of eighty minutes. Two single periods coming in different parts of the day may not be substituted for a double period.

Intermediate—General course.

Grade V.	Grade VI.	Grade VII.
Grammar and composition.	Grammar and composition.	Grammar and composition.
Reading and spelling.	Reading and spelling.	Reading and spelling.
Arithmetic.	Arithmetic.	Arithmetic.
Geography.	Geography.	History.
Plant life.	Animal life.	Government.
Music.	Agriculture.	Physiology and hygiene.
Drawing and industrial work	Music.	Music.
(weaving, basketry, bamboo,	Drawing and industrial work	Drawing and industrial
and rattan work or wood-	(gardening or woodwork-	work (woodworking or
working). (Domestic sci-	ing). (Domestic science.)	gardening). (Domestic
ence)		science.)

GRADE V.

Grammar and composition.—(One period daily.) Elementary Grammar and Composition, Gibbs, completed. Also Constructive Lessons in English, Fee, lessons 1 to 17.

Reading and spelling.—(One period daily.)

(a) For the class room: Fourth Reader, Stepping Stones, lessons 3, 1, 4, 9, 18, 22, 23, 24, 26, 28, 29, 30, 33, 34, 36, 38, 5, 6, 7, in the order here given (see Table of Contents, as several lessons are incorrectly numbered on pp. 216–249); also Fifty Famous Stories, completed; or Heart of Oak, No. 3, lessons 5, 6, 7, 8, 11, 12, 14, 22, 23, 24, 28, 30, and 34.

(b) For outside reading, not to be made the subject of recitation in the class room, but required of all pupils: Fairy Tales, Grimm.

(c) Spelling to be given in connection with the reading lessons, words to be taken from the various texts in use. First Spelling Book, Purcell, may be reviewed in this grade.

Arithmetic.—(One period daily.) Complete Arithmetic, Part I, Mercer-Bonsall, completed. Alternative text: Ele-

ments of Arithmetic, Metric Edition, Milne. In connection with appropriate parts of the arithmetic work, Copy Book No. 4, Business Forms, may be used.

Geography.—(One period daily.) Elementary Philippine Edition, Roddy-Gibbs, completed.

Plant life.—(One period daily.) Lives of Plants, Ritchie, completed. Supplementary text: Nature Study Reader, Coulter.

Music.—(Three twenty-minute periods a week.) Second Book, Modern Music Series; also the Academy Song Book, or the American Song Book.

Drawing.—(Two double periods a week.) Boys will take the course prescribed for manual training classes; girls, freehand and decorative. (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

Industrial work.—(Three double periods a week.) Boys: Advanced instruction in any one of the following subjects; (a) hand weaving, (b) basketry, (c) bamboo and rattan work, (d) woodworking (see Bureau Circular No. 75, series 1910). The division superintendent will determine which one of these subjects is to be given in each school. Girls: Domestic science, required. (See Bureau of Education bulletin on Housekeeping and Household Arts.) By special permission of the Director of Education, a course in (a) lace making and embroidery, or (b) advanced instruction in hand weaving may be substituted for the one in domestic science.

GRADE VI.

Grammar and composition.—(One period daily.) Advanced Grammar and Composition, Gibbs, Part II (with a review of Part I, if necessary). Also Constructive Lessons in English, Fee, lessons 18 to 40.

Reading and spelling.—(One period daily).

(a) For the class room: Fifth Reader, Stepping Stones, lessons 4, 6, 7, 14, 15, 17, 18, 19, 22, 24, 40, 42, 43, 1, 2, 11, 12, 25, 44, 45, 47, and 50, in the order here given; also Book of Legends, Scudder, completed.

(b) For outside reading: Columbus and Magellan, or Carpenter's Geographical Reader of Asia, or Guyot's Geographical Reader of North America.

(c) Spelling: To be given in connection with the reading lessons, words to be selected from the various texts in use.

Arithmetic.—(One period daily.) Complete Arithmetic, Part II, Mercer-Bonsall, completed.

Geography.—(One period daily.) Complete Geography, Roddy, completed.

Animal life and agriculture.—(One period daily.) Animal Life of Malaysia, revised edition, Daniel, completed, first semester; supplementary, Animal Study Leaflets, Ledyard. Philippine Agriculture, Copeland, completed, second semester.

Music.—(Three twenty-minute periods a week.) Second Book, Modern Music Series, completed; also, Academy Song Book, or American Song Book.

Drawing.—(Two double periods a week.) Boys take course prescribed for manual training classes; girls, free-hand and decorative. (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

Industrial work.—(Three double periods a week.) Boys: Either (a) gardening (see Bureau of Education Bulletin No. 31, School and Home Gardening), or (b) woodworking (see Bureau Circular No. 75, series 1910). If gardening is taken in this grade, woodworking must be taken in Grade VII. Girls: Domestic science, required. (See Bureau of Education bulletin, Housekeeping and Household Arts.) By special permission of the Director of Education, the work in (a) lace making and embroidery, or (b) advanced instruction in hand weaving may be given instead of domestic science.

GRADE VII.

Grammar and composition.—(One period daily.) Advanced Grammar and Composition, Gibbs, Part III, completed.

Reading and spelling.—(One period daily.)

(a) For class room: Sixth Reader, Stepping Stones, lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 17, 20, 21, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37, 38, 39, 40, 42, and 43; also Hiawatha or Miles Standish, completed.

(b) For outside reading: Beginner's American History, Montgomery, or similar text.

(c) Spelling: To be given in connection with the reading lessons, words to be selected from the various texts in use.

Arithmetic.—(One period daily.) Complete Arithmetic, Mercer-Bonsall, Part III, completed.

History and government.—(One period daily.) History of the Philippines, Jernigan, completed in first semester. Philippine Citizen, Jernigan, completed in second semester, and history work of first semester reviewed.

Physiology and hygiene.—(One period daily.) Primer of Sanitation, Ritchie, completed, first semester. Physiology and Hygiene, Ritchie, completed, second semester.

Music.—(Three twenty-minute periods a week.) Alternate Third Book, Modern Music Series; also the Academy Song Book, or the American Song Book.

Drawing.—(Two double periods a week.) Boys take course for manual training classes; girls, free-hand and decorative drawing. (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

Industrial work.—(Three double periods a week.) Boys; Either (a) woodworking (see Bureau Circular No. 75, series 1910), or (b) gardening (see Bureau of Education Bulletin No. 31, School and Home Gardening). If gardening was not given in Grade VI, it must be given in Grade VII. Girls: Domestic science, required in all schools. (See bulletin on Housekeeping and Household Arts.) (See note under Grades V and VI for substitute courses.)

The Course for Teaching.

Time required, as for General Course. This course for training of teachers gives the student one year's work in those native arts which form the basis of the industrial work in the primary schools, and one year's work in agriculture and gardening, which are likewise required primary school subjects and which he must be prepared to teach. Finally, it gives a year during which each student should teach at least one class daily under a critic-teacher, and by reading, conference, lectures, and discussions, become familiar with the plan and organization of Philippine education. This course of study pursued by a sufficiently mature

student will, it is believed, produce a competent primary school teacher. To give this course necessitates a specially organized primary school in conjunction with the intermediate school.

Intermediate—Course for teaching.

Grade V.	Grade VI.	Grade VII.
Grammar and composition.	Grammar and composition.	Grammar and composition.
Reading and spelling.	Reading and spelling.	Reading and spelling.
Arithmetic.	Arithmetic.	Arithmetic.
Geography.	Geography.	History. Government.
Plant life.	Music.	Physiology and hygiene.
Music.	Drawing and industrial work.	Drawing, practice teaching,
Drawing and industrial work.	(Agriculture and garden-	school management and
Same as for General Course.	ing.) (Domestic science.)	methods of teaching.

GRADE V.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and spelling.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Geography.—(One period daily.) Same as for General Course.

Plant life.—(One period daily.) Same as for General Course.

Music.—(Three full periods a week.) Same as for General Course.

Drawing.—(Two double periods a week.) Both boys and girls take free-hand and decorative drawing. However, if boys are given woodworking, they should take mechanical drawing. (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

Industrial work.—(Three double periods a week.) Boys: Same as prescribed for the General Course. Girls: Either (a) Advanced instruction in hand weaving, or (b) lace making and embroidery. (See Bureau of Education bulletin, Lace Making and Embroidery.)

GRADE VI.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and spelling.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Geography.—(One period daily.) Same as for General Course.

Music.—(Three full periods a week.) Same as for General Course.

Drawing.—(Two double periods a week.) Both boys and girls take free-hand and decorative drawing. (See Bulletin No. 32.)

Industrial work.—(One double period daily.) Boys: Agriculture and gardening. Philippine Agriculture, Cope-land. Practical garden and field work. (See bulletin, School and Home Gardening.) Girls: Domestic science required in all cases. (See Bureau of Education bulletin, Housekeeping and Household Arts.)

GRADE VII.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and spelling.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Physiology and hygiene.—(One period daily.) Same as for General Course.

History and government.—(One period daily.) Same as for General Course.

School management and methods of teaching.—(Three periods a week.) Methods for Young Teachers, Cain; or Manual for Filipino Teachers, Theobald; Philosophy of Teaching, Tompkins; and Waymarks for Teachers.

Practice teaching. (One period daily.) Actual teaching of primary grades under the supervision of a critic-teacher.

Drawing.—(Two double periods a week.) Both boys and girls take free-hand and decorative drawing. (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

The Course in Farming.

Time required, six hours daily, to be divided into eight periods of forty-five minutes each. This is, with a few variations, the course of study originally prescribed for the various school farms which are now conducted by the Bureau of Education. The academic studies of this course should be correlated in every way possible with the idea of farm work and farm life. When the weather does not permit of outdoor work, the time should be spent in the class room; but in such cases, the prescribed amount of time for farm work should be made up when conditions become favorable.

Intermediate—Course in farming.

Grade V.	Grade VI.	Grade VII.
Grammar and composition. Reading and spelling. Arithmetic. Geography. Plant life. Farm work (3 periods daily).	Grammar and composition. Reading and spelling. Arithmetic. Mechanical sketching, carpentry, and theory of agriculture. Farm work (3 periods daily).	Grammar and composition. Reading and spelling. Arithmetic (3 times a week). Blacksmithing (2 times a week). Farm work (4 periods daily).

GRADE V.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and spelling.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Geography.—(One period daily.) Same as for General Course.

Plant life.—(One period daily.) Same as for General Course.

Farm work.—(Three periods daily.) Market gardening; seed selection; plant nurseries; poultry raising; building and repair of fences, etc.

GRADE VI.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and spelling.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Agriculture.—(Two double periods a week.) Same as for General Course.

Mechanical sketching.—(One double period a week.) (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

Carpentry.—(Two double periods a week.) (See "A Manual of Elementary Carpentry," also, Bureau of Education Circular No. 75, series 1910.) Give special attention to rough building construction and general repair work.

Farm work.—(Three periods daily.) Continuation of work outlined for Grade V; field work on staple crops; fertilization; drainage; irrigation.

GRADE VII.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and spelling.—(One period daily.) Same as for General Course.

Arithmetic.—(Three double periods a week.) Same as for General Course, excepting that one of these double periods shall be devoted to the arithmetic of farming, which should deal with farm estimates and accounts of all kinds bearing on crops, fencing, irrigation, drainage, land measures, etc. Appropriate problems from the various texts on hand may be used; but in addition to these, the teacher should devise problems dealing with the actual work of the farm.

Blacksmithing.—(Two double periods a week.) Study and repair of farm implements and machinery; horseshoeing, etc.

Farm work.—(Four periods daily.) Continuation of the work outlined for preceding grades. Special attention to the care, use, and breeding of farm animals.

The Trade Course.

Time required, six hours daily, divided into eight 45-minute periods, almost half of which is devoted to work in the shops. Experience has shown that a less amount of shop work than this does not bring the requisite proficiency. Until specially adapted texts are available, the academic work of this course will be done with the same texts as those used in the General Course.

Intermediate—Trade course.

Grade V.	Grade VI.	Grade VII.
Grammar and composition. Arithmetic. Reading and spelling. Drawing (double period daily). Shop work (3 consecutive periods daily).	Grammar and composition. Arithmetic. Reading and spelling (twice a week). Drawing (3 times a week). Shop work (4 consecutive periods daily).	Grammar and composition. Arithmetic. Reading and spelling (twice a week). Drawing (twice a week). Estimating (once a week). Shop work (4 consecutive periods daily).

GRADE V.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and spelling.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Drawing.—(Double period daily.) Mechanical drawing. (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

Shop work.—(Three consecutive periods daily.)

GRADE VI.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and Spelling.—(Double period twice a week.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Drawing.—(Double period three times a week.) (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

Shop work.—(Four consecutive periods daily.)

GRADE VII.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and spelling.—(Double period twice a week.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Estimating.—(Double period once a week.) This work should usually be conducted by the teacher of arithmetic in consultation with the teachers of shop work and drawing. Appropriate problems may be taken from the arithmetic texts available; and teachers should also make original problems based upon current work of the shop and drawing classes, such problems to be mimeographed, if necessary, for distribution to the pupils.

Drawing.—(Double period twice a week.) Mechanical drawing. (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

Shopwork.—(Four consecutive periods daily.)

Course in Housekeeping and Household Arts.

Time required, six hours daily, divided into eight 45-minute periods. This course may be offered to girls in the same school as the Trade Course for boys. It may also be given elsewhere where buildings and equipment permit. The special subjects prescribed for this course are covered in an elementary way in the General Course and to some small extent in the Course for Teaching. In this course they are treated in much greater detail. Reference should be had to the Bureau of Education bulletin on Housekeeping and Household Arts, as well as to various works in the division libraries dealing with these subjects.

Intermediate—Course in housekeeping and household arts.

Grade V.	Grade VI.	Grade VII.
Grammar and composition. Reading and spelling. Arithmetic. Drawing (twice a week). Cooking and housekeeping (3 times a week). Needlework (twice a week). Drawing (twice a week). Ethics (once a week). Hygiene and home sanitation.	Grammar and composition. Reading and spelling. Arithmetic. Drawing (twice a week). Cooking and housekeeping (3 times a week). Needlework (twice a week). Weaving (twice a week). Ethics (once a week). Hygiene and home sanitation.	Grammar and composition. Reading and spelling. Arithmetic. Drawing (twice a week). Needlework (3 times a week). Weaving (twice a week). Cooking and housekeeping (twice a week). Ethics (once a week). Physiology, hygiene, and nursing.

GRADE V.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and spelling.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Drawing.—(Two double periods a week.) Free-hand and decorative drawing. (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

Needlework.—(Two double periods a week.)

Weaving.—(Two double periods a week.)

Cooking and housekeeping.—(Three double periods a week.)

Hygiene and home sanitation.—(One period daily.)

Ethics.—(One double period a week.)

GRADE VI.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and spelling.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Drawing.—(Two double periods a week.) Free-hand and decorative drawing. (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

Needlework.—(Two double periods a week.)

Weaving.—(Two double periods a week.) Lace making and embroidery may be given instead of weaving.

Cooking and housekeeping.—(Three double periods a week.)

Hygiene and home sanitation.—(One period daily.)

Ethics.—(One double period a week.)

GRADE VII.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading and spelling.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Drawing.—(Two double periods a week.) Free-hand and decorative drawing. (See Bureau of Education Bulletin No. 32, Courses in Mechanical and Free-hand Drawing.)

Needlework.—(Three double periods a week.)

Weaving.—(Two double periods a week.) Lace making and embroidery may be given instead of weaving.

Cooking and housekeeping.—(Two double periods a week.)

Physiology, hygiene, and nursing.—(One period daily.)

Ethics.—(One double period a week.)

The Course for Business.

Time required, six hours daily, divided into eight periods of forty-five minutes each. The increasing business activity of these Islands occasions an incessant demand upon the schools for young men and young women who can speak and write English, keep accounts, and use a typewriter. The following course is outlined to meet that demand.

Intermediate—Course for business.

Grade V.	Grade VI.	Grade VII.
Grammar and composition.	Grammar and composition.	Business correspondence.
Reading.	Reading.	Reading.
Arithmetic.	Arithmetic.	Arithmetic.
Geography.	Geography.	Geography.
Handwriting and plain lettering.	Bookkeeping.	Bookkeeping.
Spelling and dictation.	Spelling and dictation.	History and government.
Typewriting.	Typewriting.	Typewriting.

GRADE V.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Geography.—(One period daily.) Same as for General Course.

Handwriting and plain lettering.—(One period daily.)

Spelling and dictation.—(One period daily.)

Typewriting.—(One period daily.)

GRADE VI.

Grammar and composition.—(One period daily.) Same as for General Course.

Reading.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Geography.—(One period daily.) Same as for General Course.

Spelling and dictation.—(One period daily.)

Bookkeeping.—(One period daily.)

Typewriting.—(One period daily.)

GRADE VII.

Reading.—(One period daily.) Same as for General Course.

Arithmetic.—(One period daily.) Same as for General Course.

Geography.—(One period daily.) Commercial geography, with special reference to Philippine products and markets.

History and government.—(One period daily.) Same as for General Course.

Business correspondence.—(One period daily.)

Bookkeeping.—(One period daily.)

Typewriting.—(One period daily.)

PART III.—THE SECONDARY COURSE.

Seventeen credits will be required for graduation. The school day will be at least five hours.

Following is the general plan of the course:

First year.	Second year.	Third year.	Fourth year.
Algebra. English. English. General history.	Algebra. Plane geometry. English. Botany. General history. United States history.	Plane geometry. Solid geometry. (Optional.) English. Latin or Spanish. Physical geography. Commercial geography. Civil Government. Colonial government and administration.	Review arithmetic and algebra. English. Latin or Spanish. Physics. Economics.

One of the criticisms frequently heard concerning high school pupils is that they do not speak English correctly or distinctly. An effort is made to remedy this defect by giving more attention to phonic drill in the primary and intermediate grades. But until this matter has been adjusted, it is desired that in connection with the work in theme writing and composition and rhetoric, an amount of time equal to one full period per week during first year and

twenty minutes per week during second, third, and fourth years be devoted to giving high school pupils a thorough drill in phonics. No pupil should be graduated from the high school unless he speaks English distinctly and with correct pronunciation and accent.

Following is the course of study in detail:

FIRST YEAR.

English.—Literature, five periods a week throughout the year.

(a) For the class room: The Man Without a Country, Evangeline, The Alhambra,¹ and Selected Short Poems from American Authors.²

¹ The following plan is prescribed for the study of the Alhambra:

I. For class-room study.

- (a) The journey.
- (b) Palace of the Alhambra.
 - 1. Historical sketch.
 - 2. Description.
- (c) Panorama from the Tower of Comares.
- (d) The Court of Lions.
- (e) The Hall of Ambassadors.

II. For class-room reading and discussion.

- (a) Important negotiations.
- (b) Inhabitants of the Alhambra.
- (c) Local traditions.
- (d) The balcony.
- (e) The author's farewell to Granada.

III. For home reading.

- (a) The adventure of a Mason.
- (b) Legend of the Moor's legacy.
- (c) Legend of Prince Ahmed Al Kamel.
- (d) Three beautiful princesses.
- (e) The rose of the Alhambra.

In connection with the study of The Alhambra, it is suggested that two or three periods, as occasion may require, be given to class discussion of each legend; that pupils be encouraged to look for the introduction and the conclusion and to determine the natural divisions of the history proper (see Writing in English, pp. 90-99); and that teachers preserve, so far as possible, individuality of expression in topics.

² The first poem under each author is required reading and will be taken into consideration in the official examinations for promotion. The other poems may be read in class, if there is time for them.

(b) For outside reading: *The Last of the Mohicans*, *The Gold Bug*, and (boys) *The Adventures of Tom Sawyer*, (girls) *Rebecca of Sunnybrook Farm*.

English.—Theme writing, five periods a week throughout the year. Until further notice, Maxwell and Smith's *Writing in English* to page 143, will continue to be the prescribed text-book work in this connection. The aim of this and the following year's work is to give the pupil a thorough grounding in the use of practical English. The text above prescribed is hardly sufficient for a full year's work, and the teacher will have to supplement it with additional material from other sources. (A change in text-books is under consideration. Definite announcement will be made as soon as the new text has been decided upon.)

Mathematics.—Algebra, five periods a week throughout the year. Milne's *High School Algebra*, to *Theory of Exponents*, page 190.

History.—General history, five periods a week throughout the year. Myers's *General History* to page 512, omitting, if necessary, pages 40 to 62, 136 to 158, 170 to 202, 232 to 246, and 305 to 339. (In case these portions are omitted, the teacher should devote a period or two to explaining the main details passed over, in order that the class may not lose the connection between what precedes and what follows. It would also be advisable to require the class to read the omitted portions, and the teacher should satisfy himself that each pupil has done so.)

SECOND YEAR.

English.—Literature, three periods a week throughout the year.

(a) For the class room: *The Lady of the Lake*; ¹ *Sohrab*

¹ The following parts of *The Lady of the Lake* may be omitted, in case it is found impracticable to read the entire poem in the class room:

(a) Canto III, except stanzas 15 to 18, 24, 26, and 31, all of which should be read and explained in class, both to preserve the thread of the story and to emphasize the idea of the loyalty of the clansmen to their chief.

(b) Stanzas 21 to 26 of Canto V.

(c) Stanzas 1 to 10 of Canto VI.

and Rustum; the Merchant of Venice; and three selections from the Sir Roger de Coverley Papers (The Club, Sir Roger at his Country House, and A Sunday at Sir Roger's).

(b) For outside reading: Treasure Island; Hawthorne's Biographical Stories; and nine of the Tales from Shakespeare (As You Like It, The Merchant of Venice, King Lear, Macbeth, The Taming of the Shrew, Twelfth Night, Romeo and Juliet, Hamlet, and Othello).

English.—Theme writing, two periods a week throughout the year. Until further notice, Maxwell and Smith's Writing in English, page 143 to close, will continue to be the prescribed textbook work in this connection. (See under the head of theme writing for first year.)

Mathematics.—First semester: Algebra, five periods a week. Milne's High School Algebra, completed to page 255. Second semester: Plane geometry, five periods a week. First two books of Wentworth's Plane Geometry, completed, omitting pages 111 and 130 to 134, except the following required exercises: 178, 179, 183, 187, 192, 193, 197, 205, 206, 208, 212, 216, 220, 224, 227, 231, 241, 243, 244, and 245.

Science.—Botany, five double periods a week throughout the year. Bergen and Davis's Principles of Botany, and Copeland's Outlines of a Year's Work in Botany.

History.—First semester: General history, five periods a week. Myers's General History from page 513 to close (Modern History), and a study of the history of China and Japan (announcement of text to be made later). For reference and supplementary use, Robinson's Western Europe may be read. Second semester: United States History, five periods a week. Thomas's History of the United States, omitting pages 131-167, 216-226, 289-292, and 330-381. Special emphasis should be laid upon civil and material development and upon United States history as general history.

THIRD YEAR.

English.—Literature, three periods a week throughout the year.

(a) For the class room: Silas Marner; As You Like It; and the following selections from English Poems from

Chaucer to Kipling: All selections from Chaucer, all selections from Shakespeare, Jonson's *To Celia*, Suckling's *Why So Pale and Wan?*, Lovelace's *Going to the Wars*, all selections from Herrick, Gray's *Elegy*, all selections from Burns, and all selections from Wordsworth.

(b) For outside reading: *Ivanhoe*, *A Tale of Two Cities*, and *Julius Caesar*.

English.—Composition and rhetoric, two periods a week throughout the year. Lockwood and Emerson's *Composition and Rhetoric*, Parts I and II.

Mathematics.—First semester: Plane geometry, five periods a week. Wentworth's *Plane Geometry*, completed to page 240, with the following omissions: Pages 170, 171, 178, 179, 196, 207, and 210. Second semester: Solid geometry (optional subject), five periods a week. Wentworth's *Solid Geometry*.

Science.—First semester: Physical geography, five periods a week. Dryer's *Physical Geography*, completed. Second semester: Commercial geography, five periods a week. Miller's *Commercial Geography*—a Syllabus.

Language.—Either Latin or Spanish, five periods a week throughout the year. Latin: Collar and Daniel's *First Latin Book* completed. Spanish: Loiseaux's *Elementary Spanish Reader*, supplemented by the study of Loiseaux's *Elementary Spanish Grammar*, both books to be completed this year. (NOTE.—Whichever one of these languages is selected must be taken through two full years; otherwise no credit will be allowed.)

History and Government.—First semester: Civil government, five periods a week. Putney's *Government in the United States*, Bureau of Education Bulletin No. 10. Second semester: Colonial government and administration. European exploration and colonization since the beginning of such activities by the Portuguese in the fifteenth century down to the present time should be outlined. Following this, a study is to be made of the different countries held as colonial possessions by European governments and the forms of administration. Reinsch's *Colonial Government*

is furnished as a text book. Morris's History of Colonization, as well as other reference works, may be found in the libraries of division superintendents.

FOURTH YEAR.

English.—Literature, three periods a week throughout the year.

(a) For the class room: Emerson's Essay on Self-reliance; Lincoln's Gettysburg Address; Macaulay's Essay on Samuel Johnson; Macbeth; and the following selections from English Poems from Chaucer to Kipling: Milton's L'Allegro and Il Penseroso, Coleridge's The Ancient Mariner, Byron's She Walks in Beauty and On This Day I Complete My Thirty-sixth Year, all selections from Shelley except the last, all from Keats, all from Tennyson, all from Robert Browning, all from Arnold, all from Elizabeth Barrett Browning, all from Rosetti, Swinburne's Atalanta in Calydon, Stevenson's Requiem, Newman's Lead, Kindly Light, and Kipling's Recessional.

(b) For outside reading: Henry Esmond, and Othello. Howe's Primer of English Literature should be consulted, especially the parts related to the reading prescribed in the foregoing.

English.—Composition and rhetoric, two periods a week throughout the year. Lockwood and Emerson's Composition and Rhetoric, Parts III and IV.

Mathematics.—Second semester: Review of arithmetic and algebra, five periods a week. If the principal so desires, this review may be given throughout the year instead of during the second semester only. The examinations will be based upon a half year's work.

Science.—Physics, five double periods a week throughout the year. Millikan and Gale's First Course in Physics.

Language.—Either Latin or Spanish, five periods a week throughout the year. (See note after "Language" for second year.) Latin: Greenough, D'Ooge, and Daniel's Second Year Latin Book, completed, except Books V and

VII of the Gallic Wars; and D'Ooge's Latin Composition based on the Second Year Latin Book, or D'Ooge's Latin Composition based on Caesar. Spanish: *Novelas Cortas Escogidas* and *Gil Blas*. (Capitan Ribot may also be read if there is time enough for it.) Loiseaux's Spanish Composition twice a week, and grammar work in connection with the reading texts once a week throughout the year.

Economics.—Study of Philippine economic conditions, five periods a week throughout the year. Miller's *Economic Conditions in the Philippines*—a Syllabus.

GENERAL INSTRUCTIONS.

Leaving Station Without Permission.

Superintendents or teachers shall not leave their stations, if this means absence from duty, without permission of the Director of Education. In cases of unavoidable absence on account of illness or other cause, immediate notice of the cause and probable duration of such absence must be forwarded to the division superintendent and by him to the Director of Education, if a teacher; if a superintendent, notice of absence shall be sent to the Director of Education.

Circulars.

General circulars.—Announcements to superintendents and teachers embodying administrative orders and other information to the field, are made by means of general circulars, issued from time to time as occasion offers. When these circulars are of general interest, a sufficient number of copies is sent to supply each insular teacher in the division; but in most cases, two copies only are sent for the files of the division superintendent. The superintendent may, however, should he deem the whole or a part of these circulars to be of general interest to teachers, reissue same in the form of division circulars.

Division circulars.—These should in all cases be issued on paper of letter size and given serial numbers beginning with the first number issued after January 1. As many of the school problems which are being worked out in each school division and in each town are common to all parts of the archipelago and as the experience of teachers and superintendents often find expression in these circulars, copies in duplicate should be forwarded to the Director of Education as soon as issued. Careful and systematic attention will be given to these circulars in the General Office, and such suggestions and information as appear to be of general interest and value will be given publication and distribution by means of general circulars.

Telegrams.

A *telegraphic code* has been prepared for the use of officers and employees of the Bureau of Education in sending telegrams on official matters within the Bureau. This code shall be used by superintendents and teachers to the fullest extent possible.

Code addresses.—Cablegrams and telegrams from the field to the General Office shall be addressed "Education, Manila." Cablegrams and telegrams to division offices shall be addressed "Schools" followed by the name of the provincial capital. In certain cases it will be necessary to add the name of the province.

Telegraph blanks.—The printed telegraph blanks furnished by the Bureau of Posts shall be used in sending telegrams. The necessary copies of telegrams should be made on other stationery than these blanks.

Payment for Entertainment Furnished by Officials and Employees.

The following circular letter issued under date of August 31, 1908, by the Governor-General of the Philippine Islands is quoted for the information and guidance of Government officials and employees of the Bureau of Education when traveling on official business:

It has been brought to my attention that many officials and employees of the Government residing in more or less isolated places find themselves practically compelled to entertain other officials and employees in such large numbers that the resulting drain upon their private funds is very serious.

Practically all government officials and employees are reimbursed for all necessary expenses incurred by them when traveling on official business, either by the payment of the actual and necessary traveling expenses, and subsistence, or a per diem, or a combination of the two.

In order to relieve more or less involuntary hosts and guests from embarrassment in connection with the payment and acceptance of proper compensation for what may have been furnished, each and every official and employee of the Philippine Government is hereby directed to pay full value for all entertainment furnished him by other officials and employees and the latter are directed to accept the same. Bureau chiefs are directed to see that each official and employee concerned in their respective bureaus is furnished with a copy of this circular and to issue the necessary instructions to carry it into force.

Lost Checks.

Considerable difficulty has been occasioned in the Treasury Bureau and the offices of the various provincial treasurers by the fact that teachers have requested that payment on checks be stopped when the same were lost by them, believed to have been lost by them, or not received within a very short period after mailing, and afterwards, when the checks were received or recovered, the stoppage on the payment was not removed. In some provinces the result has been that provincial treasurers are becoming loath to cash teachers' checks. Request for stoppage on the payment of checks will be made through the division superintendents to the General Office, the division superintendent in each case advising the provincial treasurer that request for stoppage of pay has been made. When a check is recovered, notice should be sent at once to the division superintendent, who in turn, will notify the General Office and the provincial treasurer. Heedlessness or forgetfulness in the matter of a teacher's financial relations with the Government leading to duplication of vouchers or the presentation of the same claim twice, can not be tolerated in any employee, and proper disciplinary action will be taken against those employees of the Bureau who request that payment be stopped on checks, and, after finding them, attempt to cash them without making proper report upon the same and securing advice from this office that stoppage on their checks has been removed.

Decoration of Public Buildings on Official Holidays.

The following circular of the Governor-General issued under date of February 19, 1909, is quoted for the information and guidance of all concerned:

In order to avoid uncertainty and to secure uniformity in the future, all Chiefs of Bureaus and Offices or other persons having public buildings under their control and custody are hereby directed hereafter suitably to decorate the same upon the twenty-second of February, the *first of May*, the *thirtieth of May*, the fourth of July, the thirteenth of August, the thirtieth of December and such other days as may hereafter be designated by proclamation as official holidays other than election days.

In interpreting this circular the Honorable, the Secretary of Public Instruction has stated that in his opinion the display of the National Flag will be sufficient for school buildings, and that when such buildings are closed during vacation periods, and there is no teacher or other official on hand to attend to decoration, the Flag need not be displayed.

Current Reports.

The following lists will show the current reports which are required of division superintendents, supervising teachers, principals of intermediate and secondary schools, and class-room teachers. The several other forms used in the Bureau of Education, which are listed in a section of the Appendix to this Manual, may be required continually through the year, or when occasion arises.

Current reports required of superintendents.—(a) The *annual report* with statistical tables, due on or before June 1 of each year, with the exception of those data which relate to finances and school construction, which are due at the close of the fiscal year. Instructions as to form and contents are issued from year to year.

(b) *Efficiency record of clerks*, Civil Service Form No. 52, due semiannually, on June 30 and December 31.

(c) *Character and efficiency report of teachers*, Bureau of Education Form No. VIII, due on or before November 15 and April 15 of each year.

(d) *Report of attendance*, Bureau of Education Form No. VI, due at the close of each month during the school year.

(e) *Report on Filipino teachers*, Bureau of Education Form No. VI, supplement, sheets 1 and 2, due at the close of the school year.

(f) *Report of services*, Bureau of Education Form No. VII, due promptly after the close of each month of the year.

(g) *Special service report*, to be submitted for each teacher who renders authorized vacation service, and a consolidated report of all such services rendered in the division to be submitted on or before June 30.

(h) *Statement of outstanding obligations as regards Insular expenditures for the fiscal year*. Complete instruc-

tions for accomplishing the report will be found in chapter on "Accounts"

(i) *School buildings and grounds*, Bureau of Education Form No. XI, due at the close of the school year.

(j) *Division report on promotions*, Bureau of Education Form No. XX, due at the close of school examinations.

(k) *Report on municipal and provincial finances*, on Bureau of Education Form No. XII-1, due at the close of the fiscal year.

(l) *Estimate for traveling expense allotments*, see chapter on "Accounts."

(m) *Property reports*.—For instructions as to the accomplishment and submission of these reports, see chapters on "Accounts" and "Property regulations."

Current reports required of supervising teachers, principals, and class-room teachers.—(a) *Report on examinations*, Bureau of Education Forms Nos. XVIII and XVII-A, required of supervising teachers and principals, due at the close of school examinations.

(b) *Public school register*, Bureau of Education Form No. I, Revised, required of class-room teachers, to be kept from day to day.

(c) *Class-room monthly report of attendance*, Bureau of Education Form II, revised, required of class-room teachers at the close of each month during the school year.

(d) *Monthly school report on attendance*, on Bureau of Education Form III, revised, required of principals and supervising teachers, due at the close of each month.

(e) *Municipal teachers' monthly service report and current charges against contingent expenses*, Bureau of Education Form No. V, required of supervising teachers, due at the close of each month during the school year.

(f) *School buildings and grounds*, Bureau of Education Form No. XI, required of principals and supervising teachers at the close of the school year.

(g) *Report on municipal and provincial finances*, Bureau of Education Form No. XII-1, required of supervising teachers, due at the close of the fiscal year.

(h) *Supervising teachers' monthly report on travel in district*, on Bureau of Education Form No. XIV, required of supervising teachers, due at the close of each month in connection with vouchers for reimbursement of traveling expenses.

(i) *Estimate of traveling expenses for district*, required of supervising teachers. See chapter on "Accounts."

(j) *Property and service reports* required of supervising teachers, principals, and class-room teachers. See chapters on "Service" and "Property."

Promptness in submitting reports.—The prompt submission of current and special reports by officers and employees in the field is a matter of the greatest importance. It is evident that where a consolidation is to be made from such reports the nonsubmission of a single one delays the general report indefinitely. This refers particularly to the monthly Forms II, III, IV, VI, XIV, Form 8-(A), Accounts Current, the Supplement to Form VI, and the Abstract of Public Civil Property Consumed. Neglect in the submission of service reports often results in embarrassment and even financial loss to employees; and in certain cases, such as the submission of reports on collections or sales of Government supplies, a delay constitutes a misdemeanor.

To facilitate accuracy and promptness in the submission of division reports, it is suggested that division superintendents provide in their offices a report mailing list containing the names of all reports which must be submitted to the General Office, whether monthly, quarterly, semi-annual, or annual, perhaps so grouped in the list; and in a column after the name or number of the report, note the date on which it should be mailed from the division office in order to reach Manila on the date when it is due; following this, columns arranged for checking up the dates on which the reports were actually mailed from the division office.

In the same way supervising teachers and principals may keep a check on reports due and the dates on which they were forwarded to the division superintendent, making use of a tabular device showing the names of reports, the dates due, and the actual mailing dates.

Government Printing and Binding.

The following extract from Executive Order No. 41, dated December 21, 1905, with reference to Government printing is quoted for the information and guidance of all concerned:

All printing, engraving, lithographing, and binding required by the various provincial and municipal governments and Courts of First Instance in the several provinces, or by the officers thereof in their official capacities, will be executed by the Bureau of Printing, upon proper requisition therefor by the provincial treasurer, approved by the Insular Auditor, to whom all future requisitions should be forwarded.

Where the needs of this Bureau require that work of this nature be done at Government expense, those interested are instructed to take up the matter with the proper officials. All concerned are hereby advised that executive approval for work done by private firms will henceforth not be granted.

School Discipline.

Corporal punishment in the public schools of the Philippine Islands is prohibited except with the written permission of parents or guardians. The use of physical force may be justified only where it is necessary to avert some serious danger. For example, if a pupil should make an attack upon another and there is danger of serious injury, the teacher is justified, as any other citizen, in using such physical force as may be necessary to prevent injury. It is preferable that in cases where corporal punishment would ordinarily be an appropriate disciplinary measure, the punishment take the form of suspension of the offending pupils, or if the offense is of a more serious nature, permanent expulsion.

In case of serious offense or gross misconduct, or as a disciplinary measure, a teacher may suspend a pupil temporarily from school, submitting his action without delay with a full statement of the facts to the division superintendent for approval. In such suspensions, the approval of the division superintendent is final, but the suspension must not be for a period of more than two weeks.

A pupil may be suspended from the public schools for a

period of more than two weeks with the consent of the division superintendent, but the division superintendent must report such action at once to the Director of Education for his approval. Such suspension must not be for a longer period than the remainder of the school year in which the suspension is made.

A pupil may be expelled from the public schools only upon the specific authority of the Director of Education. When a pupil is recommended for expulsion, the division superintendent may temporarily suspend him pending action looking to his expulsion.

In administering correctional punishment for disobedience or for the commission of such acts as are detrimental to school interests, teachers should not be moved by feelings of anger or by caprice. Those teachers who keep well in mind the principles underlying the enforcement of school discipline will find it possible to avoid the temptation to yield to anger.

Punishment should be in proportion to the gravity of the offense. It should follow, as nearly as possible, the nature of the offense itself: e. g., a pupil who has been rough or unfair in games on the school grounds may be deprived of play privileges for a time; a pupil who does things to induce other pupils to laugh may be asked to continue his pranks, thus punishing him by asking him to do the thing that he himself voluntarily commenced; a pupil who cheats in an examination may be justly punished by being given zero.

Reducing the grade of a pupil in an examination for an offense that has no direct bearing upon the examination itself is unjust and cannot be permitted. For instance, when a teacher places the grade of 90 per cent on a paper, it is understood that the teacher has stated that the contents of the paper justify this grade; it can under no conditions be understood to be influenced by the pupil's conduct except as affects the examination itself, i. e., cheating in the examination.

Confiscation of the personal effects of pupils such as knives, combs, pencils, and other things necessary to their welfare is not considered proper punishment. An excep-

tion to this rule would be a case where a pupil brings a knife to school which he is disposed to use to the injury of other pupils.

Pupils have the right to present petitions or protests to their teachers, or to higher school authority, and every case of protest or complaint will have careful attention with a view to insuring justice to all parties concerned. However, pupils who enter upon or encourage strikes are considered to have thereby forfeited all rights of protest and petition to the authorities of the Bureau of Education, and by their action they automatically effect their separation from the school. That is, pupils who go on strike no longer come within school influence or authority, and have no rights as school pupils. Superintendents and teachers are expressly warned not to make overtures to striking pupils nor readmit them to school without authority of the Director of Education.

In every case of strike the facts should be reported in detail to the Director.

In reprimanding pupils for misconduct, it is highly improper for teachers to make statements which reflect upon racial difference or suggest racial prejudice. The use of adverse epithets must be avoided. Teachers who are guilty of making such statements and using such epithets forfeit the respect and good will of the pupils and subject themselves to disciplinary action by the Director of Education.

Cruel or inhuman treatment of pupils must be absolutely avoided. Pupils should not be made to stand on one foot, or to sit on the floor without a support for the back, or to hold an object at arm's length for a long time. These and similar modes of punishment work positive physical injury and are strictly forbidden.

School Examinations and Promotions.

School examinations for the completion of each grade of the primary and intermediate courses and for each year of the secondary courses as outlined in the course of study will be held in all divisions upon the termination of the school year. Questions for the completion of all courses and

grades, with the exception of Grades I, II, and III of the primary course, are prepared in the General Office and sent to the division superintendent each year prior to the time set for holding the examinations. Complete instructions for holding these examinations, for the grading and reviewing of papers, and requirements for promotions from one grade to another, and for graduation from the various courses will be forwarded with examination questions. Division superintendents shall, not later than December 31 of each year, forward to the General Office requisition for the questions needed in their respective divisions, specifying the number of sets required for each grade or year.

Promotions.—Excepting in Grades I, II, and III of the primary course, no promotions of pupils shall be made except as a result of a passing mark secured in the official examinations, or upon special approval of the Director of Education. Promotions from Grades I, II, and III may be made by the principal of the school with the approval of the supervising teacher, subject to such regulations as the division superintendent may prescribe.

It is the present policy of the Bureau of Education to grant diplomas and certificates of graduation only to pupils who complete the course of instruction while attending a school under the administration of the bureau.

Pupils from private schools.—A pupil from any private institution of learning which is officially accredited by the Secretary of Public Instruction may be admitted without examination to the public schools. Such a pupil should be assigned to the same grade in which he would be enrolled had he remained in the private institution. After his admission, his work is carefully observed with a view to determine his qualifications after which he should be promoted or demoted as conditions may require.

With the consent of the division superintendent of schools, a pupil not enrolled in the public school classes may be admitted to official examinations, and as a result of such examinations may be promoted from grade to grade; provided that these rules shall not apply to promotion from the fourth or seventh grade, or to graduation from the high

school. No certificate or diploma may be granted as a result of such examination; but the pupil who passes such examination successfully is eligible for promotion in the public schools. No certificate or diploma will be given to a pupil who has not been in regular attendance in the public schools for at least two semesters immediately preceding examination.

School Population.

For the purpose of this Bureau the school population of the Islands is estimated at one-sixth of the total population. At the present time facilities for handling this percentage of the population are lacking. It has been determined that with the facilities at hand the Bureau can give instruction to one-third of the school population of the Islands, or one-sixteenth of the total population, and this is the figure fixed upon as the desired enrollment in the public schools.

Matriculations and Transfers of Pupils.

Matriculations.—During the first two weeks of either semester of the school year, a pupil in good standing may matriculate in any public school where there is room for him, upon presenting to the principal thereof his Pupil's Record Card, or Pupil's Transfer Form, properly accomplished; provided, however, that the division superintendent does not disapprove of such transfer when made within his division. Should the principal question the validity of a Pupil's Record Card or Pupil's Transfer Form presented to him, he should mail it to the teacher or principal of the school from which the applicant comes, for identification. Requests for transfer which are prompted by resentment against a teacher, or which are based upon trivial reasons, may be granted only for the beginning of a school year.

A pupil who is unable to present the Pupil's Record Card or Pupil's Transfer Form required for his enrollment, may be admitted temporarily under the stipulation that he must establish his eligibility for admission within a reasonable time or be dropped.

After the first two weeks of either semester, principals and teachers of schools of intermediate and secondary grade

are directed not to matriculate students unless the delay in matriculation was due to illness of the applicant or other unavoidable cause; provided, that a pupil requesting admission by transfer within a reasonable time after the issue of permission to transfer may be matriculated, if there is room for him.

Transfers.—If, on account of change of residence of parents or for other good reason, the transfer of a pupil from one school to another during the school year is necessary, the principal of the school from which the pupil goes should fill out and sign the blanks on the Pupil's Record Card or Pupil's Transfer Form.

An athlete to be eligible when competing outside of his home province after July 1, 1911, must present a transfer signed by the superintendent of his own province and the principal of the school in that province; provided, that this does not affect the standing of any athlete attending school outside of his own province at the opening of the school year 1911-12, so long as he continues in the school in which he is then enrolled.

A pupil who has been temporarily suspended from the public schools may not be given transfer nor be matriculated in the public schools at any time during the period of his suspension.

A pupil who has been expelled from the public schools shall not be readmitted to them without previous written authority from the Director of Education.

Pupil's Transfer Form (Bureau of Education No. 141) will be used for pupils in Grades I, II, and III, and Pupil's Record Card (Bureau of Education Form No. 137) for all other grades.

Religious Teaching.

Act No. 74, which is quoted in an appendix of this manual, provides that religious instruction may be given in public schools by priests, ministers, or religious teachers under certain conditions.

Public school teachers, however, may not give such instruction. The law states that:

No teacher or other person shall teach or criticize the doctrines of any church, religious sect, or denomination, or shall attempt to in-

fluence the pupils for or against any church or religious sect in any public school established under this Act. If any teacher shall intentionally violate this section he or she shall, after due hearing, be dismissed from the public service: *Provided, however,* That it shall be lawful for the priest or minister of any church established in the pueblo where a public school is situated, either in person or by a designated teacher of religion, to teach religion for one-half an hour three times a week in the school building to those public school pupils whose parents or guardians desire it and express their desire therefor in writing filed with the principal teacher of the school, to be forwarded to the division superintendent, who shall fix the hours and rooms for such teaching. But no public school teacher shall either conduct religious exercises or teach religion or act as a designated religious teacher in the school building under the foregoing authority, and no pupil shall be required by any public school teacher to attend and receive the religious instruction herein permitted.

The Government respects all religions, wars with none, favors none, teaches none. No restrictions are placed upon a teacher's right to worship in accordance with the dictates of his conscience, whether in private or publicly in the church of his choice. The teacher, however, shall not assume an attitude of partisanship which may be offensive to any portion of the population; he is forbidden to engage in any religious propaganda in such a manner as to divorce himself from the sympathies of the people.

Private Business and Investments.

Executive order No. 5, 1909, contains the following paragraph:

No officer or employee shall engage in any private business, vocation, or profession, or be connected with any commercial undertaking, or lend money on real or personal property, without written permission from the chief of the Bureau or Office in which he is serving, and of the Governor-General or proper head of Department. As a general rule, in any enterprise which involves the taking of time, this prohibition will be absolute in the case of those officers and employees whose remuneration is fixed on the assumption that their entire time is at the disposal of the Government; if granted permission to engage in a business requiring time of applicant, copies must be furnished the Director.

The spirit of this paragraph is so clear that it can not be mistaken. A private business, vocation, or profession may be defined as any enterprise in which an employee engages in addition to his regular civil service duties, and which may

in any considerable degree levy upon his time or purse or mental activity. This, of course, does not mean that a person in the government service needs departmental approval before investing his surplus funds in stocks, bonds, real estate, or what not. The phrase "or be connected with any commercial undertaking," is not taken to mean that one might not purchase stock in a duly organized company, but he could take no part in the management of such a company without permission.

The officials and employees of this Bureau who desire to gain departmental sanction for engaging in private business such as dealing in land, live stock, serving as corporation officials, and other lines, will make application through proper channels to the Director of Education setting forth a full and complete statement of the nature of the enterprise, the amount of money involved, the parties concerned, the duties which will devolve upon the applicant in view of such investment or engagement, whether or not it will interfere with his official duties, the possible effect upon the standing of the applicant in the community, and in the case of money lending, the amount of interest which will be derived.

The following extract from a communication of the Governor-General, dated December 27, 1910, will be noted in this connection:

No official notice will be taken of the loaning of money by employees at the rate of 12 per cent or less per annum. No official notice will be taken of loans by employees for periods of three months or less at a rate not exceeding 2 per cent per month. All employees should be informed that if in the future they are found to be loaning money at greater rates than 18 per cent per annum, they will be removed from the service and that they will now be given an opportunity to reduce any such loans that they may have outstanding.

The receiving of fees for tutoring public school pupils is prohibited.

Use of Government Vehicles.

The public laws and service regulations specify that Government transportation shall be used only on official business, and not for the convenience and private use of officers and employees. The use of Government vehicles after the usual

office hours is strictly prohibited unless necessity for such use on official business is certified to by the head of the Bureau or Department. The use of such vehicles by any officer or employee, for transportation from his residence to his office, is not to be regarded as official business and is prohibited.

School Strikes.

In certain cases, pupils have shown a tendency to go on strike as a protest against real or fancied injuries from the principal or teachers of the school. The idea underlying these strikes seems to be that by public demonstrations the principal and teachers of the school can be intimidated into an adjustment of the difficulties on terms dictated by the pupils themselves. These strikes have invariably taken place before the cause of grievance could be investigated by this office, and in apparent contempt for the established method of securing consideration of complaints and redress of grievances. Such demonstrations are extremely prejudicial to school discipline and to the reputation of the schools in which they occur, and are demoralizing in their influence on the characters of the pupils.

Officials of the Bureau of Education will at all times refuse to treat with pupils who resort to this unrestrained and uncalled for method of protest. Pupils leaving a school on strike will be regarded as no longer in the public schools and as meriting no further attention from school authorities. If the strike involves a sufficient number of pupils to disarrange the work of the classes, the school will be reorganizing promptly on the basis of pupils who have actually continued in attendance, and new assignments will be found for the teachers who are no longer needed in the school.

Pupils leaving school on strike will not be readmitted before the opening of a new semester. Striking pupils, who by denunciation of the school or assaults upon the character of the principal or teachers in the school, or by other improper conduct, show themselves to be unfit persons for attendance upon public schools, will be definitely expelled from the public schools by the Director of Education.

Nothing in this circular prohibits any public school pupil from making a dignified and respectful protest to the superintendent of the division against the action of the principal or teachers in the school in which he is enrolled, but the pupil making this protest must continue in the school until his complaint can be investigated and settled, and he must, while continuing in the school, conduct himself in an obedient and respectful manner.

Any pupil who is not satisfied with the attention given to his complaint by the superintendent of the division may carry it to the Director of Education. This office will investigate promptly and thoroughly any case of complaint brought to its attention in a proper official way.

Teachers of the public schools who lend their assistance or sympathy to a school strike will subject themselves to the severest disciplinary measures.

School Boards.

Act No. 74, as amended by Act 1918, makes the following provisions for local school boards:

There shall be established in each organized municipality a local school board, consisting of four or six members, as the division superintendent may determine, in addition to the president of the municipality, who shall be a member *ex officio*. One half of the members, except the member *ex officio*, shall be elected by the municipal council, and the remaining half shall be appointed by the division superintendent, and the term of office of all members shall be two years, and until their successors shall have been duly chosen. At least one elective and one appointive member shall be women.

While this board is purely advisory in its powers, its services will be found of value in keeping up school attendance, in establishing new schools, and in bringing school needs and regulations effectively before the municipal council and patrons of the school. To keep this body active and to secure the assistance which it can furnish the schools, it is essential that it have close supervision, and that its advice and assistance be requested frequently in school matters.

Policy Regarding School Bulletins and School Papers.

School bulletins.—The publication of school bulletins by the division superintendent where such bulletins are confined to statements of the progress of school work in the

division or matters of general educational interest will be approved by this office. The publication of bulletins by subordinates for circulation among the teachers of the division or the general public is to be discouraged except where the division superintendent stands ready to assume responsibility for the contents of these bulletins.

School papers.—The publishing of school papers promiscuously about the Islands is looked upon with disfavor by the Bureau of Education. Any school publication is considered by all concerned to represent, in a measure, the policy of the Bureau; and while under certain superintendents, principals, or supervising teachers the satisfactory conduct of the periodical might be assured, there is always a probability that sooner or later it will pass into the hands of persons not qualified to run it properly with respect to its finances or policies. The personal element must enter very largely into the school and general news notes. These notes, written by a subordinate of the Bureau and conveying favorable or unfavorable impression of the work of other subordinate teachers, are reasonably certain to occasion jealousies which will be prejudicial to school interests. Published criticisms or commendations on the work of teachers of the Bureau, should come always from superior authority. In any case where a school paper is published, the division superintendent of schools will be held officially responsible for its satisfactory conduct.

Attitude Toward Private Schools.

Occasional misunderstandings of the relationship which should exist between the public and private schools suggests the desirability of making very clear to all representing this Bureau its attitude toward the private educational institutions of these Islands.

In view of the fact that the Government, by straining its resources to the very utmost, can not give instruction to more than one-third of the pupils of school age at any one time, it would seem our duty for this reason, if for no other, to encourage the establishment of as many good private schools as possible, and thus aid in giving the people large opportunities for instruction.

The Government has no war to wage on private schools. On the contrary, it welcomes their aid in educating the people, and gives especial welcome to those schools whose object and purpose is to inculcate religion and morals. That religion is not taught in the public schools is, of course, not due to the fact that the government is opposed to religion or that it believes religious teaching to be unwise, but solely because it is not feasible to give in the public schools such religious instruction as would accord with the religious affiliation of all the pupils in attendance. No interference with parochial or private schools by teachers in the employ of the Government can be permitted by the Bureau of Education.

The parents of children should, of course, not only be encouraged but urged to send their children to school, but in so encouraging or urging parents, it should be made clear to them that they are free to choose the school to which their children should be sent.

Nonparticipation in Politics.

The following circular letter from the Director of Civil Service to Chiefs of Bureaus and Offices, issued under date of June 25, 1909, explains the attitude of the Government with respect to nonparticipation in politics on the part of employees:

I have the honor to invite attention to the provisions of section twenty-nine of Act Numbered One thousand five hundred and eighty-two, regarding participation in elections by officers or employees; section ten of Act Numbered One thousand six hundred and ninety-eight, relating to political contributions and political services; section one of Civil Service Rule XIII, providing that "No person in the Philippine civil service shall use his official authority or official influence to coerce the political action of any other person or body;" and section six of Civil Service Rule XIII, which provides that "Pernicious political activity, offensive political partisanship or conduct prejudicial to the best interest of the service * * * may be considered reasons demanding proceedings to remove for cause, to reduce in class or grade, or to inflict other punishment as provided by law in the discretion of the Governor-General or proper head of Department."

The provisions of the law and rules above cited apply equally to the members of the classified and of the unclassified service in all

the branches of the civil service of the Philippine Islands, except elected officers and officers appointed by the President of the United States.

Political activity consists among other things in taking part in political management or political campaigns, being a delegate to any political convention or a member of any political committee or directorate or of any political club or other similar political organization, making speeches or canvassing in the interests of any party or candidate, soliciting or receiving contributions for political purposes either directly or indirectly, or becoming prominently identified with any political movement, party, or faction, or with the success or failure of any candidate for election to public office.

It is requested that this circular be brought to the notice of all officers and employees under your jurisdiction, classified or unclassified, permanent or temporary.

The Teacher as a Member of the Community.

The following extract from a personal letter from the Secretary of Public Instruction to the Director of Education is with his knowledge and consent quoted for the information and guidance of employees of the Bureau of Education:

I desire to call your attention to a matter which, so far as I know, has never been the subject of any executive order, neither has it received the attention of your bureau, but it is a matter which I regard as very important to the success of our school work here, and the prestige generally of the Government.

I find that here and there over the Islands are American school-teachers, receiving \$100 per month, or more, who maintain themselves in the community in which they are situated in a manner little befitting an American, and much less a school teacher. To maintain the proper position in a community in these Islands it is necessary for an American teacher to live well. He should occupy a good house, if one can be found, and should surround himself with such comforts and personal conveniences as befit his station in the community; otherwise, he does not obtain the respect of either his pupils or the Filipinos who live about him. Numerous cases of extreme parsimony have come to my knowledge. They should not be tolerated. There are both men and women who are failing in this respect to maintain their position.

I desire that you take such steps as may be necessary to either change the habits of such teachers as I have described, or for their separation from the service. You will understand, of course, that there is no disposition to criticize economy, provided it does not go to the extent of detracting from the personal appearance or personal surroundings of the teacher, or does not depreciate him in the public

mind of the community where he is located: but the primary purpose of a school teacher here should be the benefit and education of the Filipino; the saving of money should be purely subsidiary, and, as many teachers are situated, can not be accomplished.

The matter spoken of by the Secretary is one of utmost concern. The American teacher wherever he is situated, in a provincial capital or in a rural town, must maintain such an establishment, live and dress in such a way as to command general respect. For a long time this office and division superintendents have been trying by quiet methods and careful suggestions to improve the conduct of certain teachers in this regard. Hereafter a respectable standard of living will be insisted upon. It is a difficult matter for many teachers to maintain an orderly and comfortable home. Some are not naturally or by training good housekeepers, but habits of order and of cleanliness are nevertheless essential and must be cultivated if they are not originally possessed.

Division superintendents will see to it that all American teachers conform to the following rules:

First.—A teacher must live in a respectable house, with wholesome and cleanly surroundings.

Second.—He must maintain a sufficiently good cook and table to keep himself in good health, and be able to furnish hospitality to those who require it. The executive order requiring all employees of the Government adequately to compensate for their entertainment relieves the teacher from abuses of hospitality, while his situation frequently as the only American living in a community imposes upon him the obligation of entertaining in a proper and comfortable way such respectable travelers as present themselves.

Third.—Teachers, except when engaged in manual work or travel, must attire themselves on all occasions in clean clothing. White is recommended for class-room instructors. Much of the work of supervising teachers is such as to require the use of colored and even old clothing, but on returning from a ride or hike, a supervising teacher will do well to dress in the customary white suit for afternoon or evening wear.

Division superintendents are directed to take up this matter with teachers whose practices are unsatisfactory in these respects, and see to it that their habits and standards of living conform to regulations. Report is desired from time to time upon any who seem unwilling or constitutionally unable to comply.

Official Correspondence.

1. Official correspondence from division superintendents to any division of the General Office should be addressed to the Director of Education, Manila, P. I.

2. Official communications to other Bureaus or officials should be addressed to the chief or head of the Bureau or Department, not to a subordinate. Such communications from the members of the Bureau of Education should be sent through the Director of Education. The official title of the chief or head of the Bureau or office, not his name, should be used; for example: The Executive Secretary, not Mr. F. W. Carpenter, Executive Secretary; The Director of Civil Service, not Dr. B. L. Falconer, Director of Civil Service. In the body of a communication reference should be made to an official by his official title and not by his personal name. Care should be exercised to ascertain the correct title by which an official should be addressed.

3. The salutation of letters to chiefs of other Bureaus and heads of Departments should invariably be "Sir," and the complimentary closing "Very respectfully." Write "The" before official titles when made a subject of address, as "The Insular Auditor."

4. In addressing governors of provinces, or other provincial officials, or presidents of municipalities, their titles should be used, not their personal names. The title or name of a governor, of a Secretary of a Department of the Government, of a judge, or of a delegate to the Assembly should be preceded by the words "The Honorable."

5. In addressing the Director of Education, the title, not the name, should be used. The salutation should be "Sir," and the complimentary closing "Very respectfully." In addressing teachers, the name as carried on the rolls of the Bureau of Education, preceded by Mr., Mrs., or Miss, should

be used. The salutation should be "Dear Sir," or "Dear Madam," the complimentary closing should be "Very respectfully." Address letters with the title of the regular incumbent; for example: The Division Superintendent of Schools, Iloilo; not the Acting Division Superintendent of Schools, Iloilo, even though addressed to one temporarily in charge of the division.

6. Official communications to the Director of Education from supervisors and teachers should be sent through the division superintendent. Communications from teachers in secondary or intermediate schools, relative to the school in which they are employed, or having to do with their connection therewith, should be addressed to the division superintendent through the principal of the school. Likewise communications from municipal teachers or pupils addressed to the division superintendent, which have to do in any way with the interests of the schools with which they are connected, should be addressed to the division superintendent through the supervising teacher of the district. Communications from supervising teacher to superintendents should be addressed to the superintendent, not to clerks in the division office.

7. Official communications from the division superintendent to municipal or other officials on matters relative to municipal schools should be forwarded through the supervising teacher of the municipality concerned, or if for any reason such a procedure is impracticable a copy of the correspondence should be sent the supervising teacher for his information or he should be informed of the substance of such correspondence.

8. When first referring to a person by name in a communication, give his initials or his full name; for example: "Mr. John W. Smith," not merely "Mr. Smith," as there may be several employees of the same surname in the employ of the Bureau.

9. In referring to previous communications, give the date of such communications, as "Your attention is invited to my communication of March 4, 1911." A subordinate "invites," never "calls," the attention of a superior. A superior "invites" or "calls" the attention of a subordinate.

10. A single letter should treat of not more than one subject. Strict adherence to this rule greatly facilitates the filing of correspondence. Several letters, however, may be inclosed in one envelope.

11. Correspondence should be by clean copies, free from blots, errors, misspelled words, or unsightly corrections. Slovenly letters reflect upon the conduct of the office from which they come or of the person writing them, and if addressed to Filipinos, may result in misleading them in the use of English. Highly colored or showily decorated paper should not be used. Use plain white paper of good quality. Use only black or blue-black ink in writing official communications.

12. Abbreviations as a rule should not be used; for example: "The Division Superintendent of Schools," not the "Div. Supt. of Schools." Titles prefixed to names, however, may be abbreviated, as "Gen." for "General," "Dr." for "Doctor."

13. In forwarding or transmitting a communication by indorsement, the "under indorsement" system will be used. In this system the use of the special wrapper is unnecessary, the first and succeeding indorsements being written either (1) in the space which may remain on a letter sheet following a letter's conclusion, in which case the customary "brief" is unnecessary; or (2) on an additional fresh sheet, where following a "brief," the indorsement will be written. These sheets should be uniformly of regular letter size. The wrappers should be used only in continuing correspondence originating under that system. For further uniformity in the style of correspondence, the spelling "Indorsement" is prescribed for all official communications.

14. In briefing correspondence the name and official title of the person originating same, together with the date, place, and subject treated, must be clearly set forth.

15. In the preparation of indorsements, the following regulations should be observed: If a document is forwarded to a superior officer, the words "Respectfully forwarded" or "Respectfully submitted" are to be used, never "Respectfully referred." If a document is sent by indorsement to an office of equal rank, it should be "Respectfully trans-

mitted." If a document is sent to a subordinate in this Bureau, it is "Respectfully referred," or, if coming from an outside source, "Respectfully transmitted," but never "Respectfully forwarded." Correspondence returned to the original source should be indorsed "Respectfully returned." In indorsements, the pronouns of the first and second persons should be avoided by employing the third person and impersonal forms, and by using such phrases as "The undersigned," "This office," "The Director of Education," etc.

16. In order to facilitate the prompt dispatch of correspondence, letters should be forwarded in duplicate.

17. Any correspondence of a private nature should, of course, be sent direct to the person addressed.

18. It is desirable that, in mechanical form, all communications be as nearly uniform as possible. To this end the paper should be letter size, that is, 8 by 10½ inches. The main margin should be 1 inch and the paragraph margin 1½ inches wide. Where the written matter occupies less than a single page, the body of the communication should be placed so as to fill as nearly as possible the middle of the page. In no case should both sides of the paper be used. In writing single space quotations, the beginning of the quotation should be indented ten spaces from the main margin line and the body of the quotation five spaces. For quotations the width of margin on the right-hand side of paper should be as nearly as possible the same as that on the left-hand side. A very short quotation written single space should be indented twenty spaces at the beginning and fifteen for the body of the quotation.

19. An examination of the correspondence of this Bureau leads to the belief that letters are frequently unnecessarily long. Brevity and conciseness should be sought. This does not mean that important details should be omitted or that opinions should not be fully and freely expressed; but, so far as is consistent with clearness and adequacy of statement, letters should be brief. It is seldom that a letter treating of a single matter need cover more than a page.

20. A copy of each communication sent and all communications received should be retained and properly filed for future reference.

SERVICE RULES AND REGULATIONS.

Purpose.

The rules and regulations contained in this chapter are solely for the information of teachers and other employees in the Bureau of Education and should not be considered as final, except in so far as they concern matters over which the Director of Education has administrative control.

Legislation.

By the provisions of Act 589, enacted on January 9, 1903, Insular teachers were placed in the classified civil service, and became subject to the provisions of the Civil Service Act and Rules, effective September 1, 1903. Prior to this time teachers had been appointed without examination by the General Superintendent, subject to the approval of the Secretary of Public Instruction.

Act 1698, known as the Revised Civil Service Act, and Executive Order Number 5, promulgated on January 9, 1909, and containing the Civil Service Rules based on Act 1698, are the present law and rules applying to appointments to positions and employment in the Philippine Civil Service, with the exception of laborers, drawing ₱720 or less per annum and clerks whose rate of compensation is ₱240 or less per annum.

Examinations in the United States.

Examinations for the purpose of securing eligibles for positions as teachers in the Philippine Islands, are held by the United States Civil Service Commission upon request of the Director of Civil Service, in the principal cities of the United States, at such times as required by the needs of the service. For qualifications required, scope and character of examinations, and other information, applicants in the United States should communicate with the Civil Service Commission, Washington, D. C., or the Bureau of Insular Affairs, War Department, Washington, D. C.

Examinations in the Philippine Islands.

Civil Service examinations in the Philippine Islands are held by the Bureau of Civil Service in Manila and provincial capitals at such times as the needs of the service may require. Besides the regular Senior and Junior Teacher Examinations, and the Assistant Examination, the following new examinations are now given with a view to emphasizing industrial instruction in the public schools of the Philippine Islands:

- Teacher of Agriculture.
- Teacher of Domestic Science.
- Industrial Teacher.
- Junior Teacher of Agriculture.
- Junior Teacher of Domestic Science.
- Junior Teacher of Blacksmithing.
- Junior Teacher of Carpentry.
- Junior Teacher of Weaving.

Assistant Examination.

The assistant examination qualifies for appointment to teaching positions in the Philippine Service. Eligibility secured in this examination is a requisite for promotion from teaching positions to division superintendencies.

Senior and Junior Teacher Examinations Admit to Clerical Positions.

The senior teacher examination corresponds to the first-grade clerical examination and qualifies for appointment to clerical positions in the Philippine service. Eligibility secured in this examination does not, however, qualify for appointment or transfer to clerical positions in the Federal Service. The junior teacher examination now qualifies for those clerical positions in the Philippine Service to which eligibility secured in the second-grade English examinations admits.

Permission to Take Examinations.

Insular teachers desiring to take Civil Service Examinations for clerical positions are required to secure unconditional written permission of the Director of Education

before making application for taking such examinations. Municipal teachers are required to secure unconditional permission from their division superintendents.

Further Information Concerning Examinations.

For qualifications required, nature and scope of examinations, and other information concerning examinations given in the Philippines, applicants should consult the Civil Service Manual of Information, or communicate with the Bureau of Civil Service, Manila, P. I.

During the last fiscal year ending June 30, 1911, 6,836 persons took educational examinations, of whom 1,667 or 24 per cent passed. Of these 688 were Americans, of whom 310 or 45 per cent passed, and 6,148 were Filipinos, of whom 1,357 or 22 per cent passed.

During the year ending June 30, 1910, 6,419 persons took educational examinations, of whom 1,847 or 29 per cent passed. Of these 577 were Americans, of whom 229 or 52 per cent passed, and 5,842 were Filipinos, of whom 1,548 or 26 per cent passed.

During the preceding year, 5,702 persons took educational examinations, of whom 1,331 or 23 per cent passed. Of these 417 were Americans, of whom 192 or 46 per cent passed, and 5,285 were Filipinos, of whom 1,139 or 22 per cent passed. (Tenth Annual Report, Director of Civil Service.)

Appointments.

Appointments to teaching positions in the Philippine Service are made by the Director of Education as appointing officer from lists of eligibles furnished by the Director of Civil Service.

Since November 1, 1910 an appointing agent, serving as the official representative of the Director of Education in the selection of persons for the teaching service in the Philippine Islands, has been stationed at Washington, D. C. The present incumbent is also acting superintendent of Filipino students in the United States.

Who May be Appointed.

Rule III, section 3, of the Revised Civil Service Rules specifies that no person shall be appointed to or employed in any classified position in the Philippine Service until he shall have passed the examination provided therefor, unless he is specially exempt from such examination by the provisions of the Revised Civil Service Act and Rules. In ac-

cordance herewith, persons desiring to enter the teaching service must qualify in one of the educational examinations mentioned hereinbefore. The only exception is in the case of graduates of the Philippine Normal School, who may be appointed to positions of a grade not higher than that which persons who have qualified in the junior teacher examination may enter.

Effective Dates of Appointment.

If appointment is made in the United States, such appointment becomes effective the day following the date of actual landing in the Philippine Islands, provided the appointee reports immediately at the Office of the Bureau of Civil Service. If appointment is made in the Philippine Islands, it is effective the date upon which he actually begins the performance of his duties.

Probationary Period.

Appointments to the Philippine service are made probationally for a period of six months. If the appointee's capacity and conduct are considered satisfactory, appointment is made absolute at the expiration of the probationary period and his retention in the service is equivalent to such absolute appointment. If, however, his services are found not to be satisfactory, he may, at any time during this probationary period, be notified by the appointing officer, (who is, in the case of teachers, the Director of Education,) that he will not receive appointment and such notification shall discharge him from the service. Civil Service Rule V, section 5.

Contract Required of Appointees in the United States.

Persons residing in the United States who are appointed to positions in the civil service of the Government of the Philippine Islands shall execute a contract wherein they stipulate that they will remain in the service of the Government of the Philippine Islands for at least two years unless released by the Governor-General or proper head of Department. (Act 1698, sec. 29.)

Traveling Expenses and Half Salary.

Appointees in the United States receive half salary from the date of embarkation till arrival in Manila, provided they come by the route and steamer directed. Such half salary, together with traveling expenses incurred enroute, are payable at the end of two years' satisfactory service. If any part of the transportation is advanced by the Government, ten per cent of the monthly salary is retained until the total cost of transportation advanced by the Government is covered. Claim for reimbursement of traveling expenses borne by the appointee must be presented within thirty days, after arrival in Manila.

Temporary Appointments.

When the needs of the service require, and when there are no eligibles for teaching positions, the Director of Education may, with the approval of the Director of Civil Service, authorize the employment, without examination, of temporary teachers. Such teachers receive pay for the time actually engaged in teaching, including Sundays and holidays, but are not entitled to vacation salary nor to the leave privileges accorded teachers of regular standing.

Teachers Who May Not be Promoted.

Teachers appointed prior to 1904 who have not qualified in any civil service examination may not be promoted out of the class in which they were at the time of the passage of the law placing teachers under the civil service until they qualify in appropriate examination.

Frequency of Promotions.

In accordance with Civil Service Rule IX, section 7, promotions or increases in salary are not made during the first six months after appointment, nor more frequently than once in twelve months thereafter, nor more than one class at a time, save in exceptional cases.

Reinstatement.

A person who has been regularly appointed to a position in the classified civil service and who has, through no delinquency or misconduct been separated therefrom, may, upon

requisition of the proper officer and the certificate of the Director of Civil Service be reinstated to a vacant position of a class not higher than that from which he was separated, provided that, in the discretion of the Director of Civil Service, he may be reinstated to a vacant position of a higher class, subject to the limitations prescribed in Civil Service Rule VII, which are stated below.

In every instance of a tender of resignation by a regularly and permanently appointed subordinate officer, or employee in the classified civil service, it shall be the duty of the officer authorized to act thereon to accept or decline the same in writing and if the resignation is accepted, to give him a letter stating clearly the character of the service rendered and whether or not, in the light of present information, a possible future application for reinstatement in the same Bureau or Office would be favorably considered. (Civil Service Rule XII, sec. 3.)

Examinations, when Required.

If a person had regularly entered the classified service without examination, a non-competitive examination may be required before reinstatement in the discretion of the Director of Civil Service. (Civil Service Rule VII, sec. 1.) Such examination is required before the reinstatement of teachers who were admitted to the classified service prior to September 1, 1903, and who have not qualified in the regular examination.

Period of Eligibility for Reinstatement.

A person who has served six months or less in the Philippine civil service may be reinstated as a probationer within a period of six months following his separation from the service under the former appointment; a person who has served more than six months but less than two years, and who has received absolute appointment, may be reinstated within one year; a person who has served two years, but less than three years, may be reinstated within two years; a person who has served three years, but less than four years, may be reinstated within three years; a person who has served four years, but less than five years, may be rein-

stated within four years, and a person who has served five years or more may be reinstated within five years from the date of his separation from the service. (Civil Service Rule VII, sec. 3.)

Half Salary and Traveling Expenses from the United States on Reinstatement.

A person in the United States who resigns from the Philippine classified or unclassified civil service before having rendered three years' service in the Philippine Islands, and who is reinstated in any of the said services, shall not be entitled to the half salary and traveling expenses provided by law for persons residing in the United States who are appointed to the Philippine civil service; provided, however, that a person originally appointed in the United States who did not receive half salary and traveling expenses en route to the Islands and accrued leave of absence under his original appointment because of the fact that he left the service prior to the rendition of two years' service, shall be entitled to such half salary and traveling expenses on reinstatement. (Civil Service Rule VII, sec. 5.)

Transfers From One Bureau to Another.

A person who has received absolute appointment may, upon the completion of the proper forms by the Chiefs of the Bureaus or Offices interested and the certificate of the Director of Civil Service, be transferred from a position in one Bureau or Office to a position in another Bureau or Office. (Civil Service Rule VIII, sec. 2.)

No chief of a Bureau or Office of the Government of the Philippine Islands, or any subordinate officer or employee thereof, shall directly or indirectly, invite, solicit, or even discuss with a subordinate officer or employee, classified or unclassified, permanent or temporary, of another Bureau or Office, or of the Army or the Navy of the United States in these Islands, his appointment or transfer to the Bureau or Office of such chief or subordinate, until the consent in writing is first obtained of the chief of the Bureau or Office in which the desired officer or employee is a subordinate, or of the Governor-General or proper head

of Department, or of the officer of the Army or Navy under whom he may be employed or serving. (Civil Service Rule VIII, sec. 7.)

Transfers Must be Effected During Vacation.

Unless the good of the service makes transfer desirable at other times, transfers of teachers from division to division or to another Bureau must be effected during the long vacation. Teachers transferred for personal reasons need not expect to be reimbursed for traveling expenses incurred in making the transfer.

Transfer of Teachers Within the Bureau.

As a rule applications of teachers for transfer from one division to another will not receive consideration until the teacher has served at least two years in the division from which transfer is requested. No superintendent shall, directly or indirectly, invite, solicit or even discuss with a teacher of another division, his transfer to the division of such superintendent, except through the Director of Education and the superintendent of the division under whom the teacher is serving.

Transfer From the United States Civil Service.

A person in the classified service of the Federal Government of the United States may be transferred to any position in the Philippine classified service, subject to the conditions of the civil-service rules with respect to age limitations and examinations, and when an examination is required previous to such transfer the Director of Civil Service may accept such tests of fitness as may be made upon his request by the United States Civil Service Commission. (Civil Service Rule VIII, sec. 5.)

Transfer to the United States Civil Service.

An officer or employee occupying a competitive position in the Philippine classified civil service and who has rendered three or more years of satisfactory service therein, may be certified for transfer to the Federal classified civil service, subject to the provisions of the United States Civil

Service. (Civil Service Rule VIII, sec. 6.) Attention is invited to the statement on page 110 that the teacher examination does not qualify for transfer to clerical positions in the Federal Service.

Holidays.

The following school holidays are also legal holidays:

Independence Day	July 4.
Occupation Day	August 13.
Thanksgiving Day	Movable.
Christmas Day	December 25.
Rizal Day	December 30.
New Year's Day	January 1.
Washington's Birthday	February 22.
Holy Thursday	Movable.
Good Friday	Movable.
Labor Day	May 1.
Decoration Day	May 30.

General Election Day, being the first Tuesday in June of the year 1912 and every fourth year thereafter.

The following are school holidays but are not legal holidays:

Corpus Christi	Movable.
Assumption Day	August 15.
Conception Day	December 8.
Epiphany	January 6.
Ascension Day	Movable.

Patron Saint's Day of the pueblo, one day only.

The Patron Saint's Day of the pueblo is not allowable as a holiday in provincial and Insular schools.

The Friday following Thanksgiving Day may be observed as a holiday provided school is taught on the Saturday preceding Thanksgiving Day.

NOTE.—This provision should not be considered granting authority for considering as a holiday the Friday following any school holiday other than the Friday after Thanksgiving Day.

Special election days cannot be considered as holidays unless so declared by proclamation of the Governor-General.

In the case of certain barrios, especially those that have been formerly municipalities, it may happen that the patron saint's day of the barrio is of more importance than the patron saint's day of the pueblo. It may even happen in

certain barrios that the saint's day of the pueblo is not observed at all. In such cases, if the barrio saint's day is observed, the patron saint's day of the pueblo may not be observed. Permission of the Division Superintendent should be obtained before the barrio patron saint's day is observed in place of that of the pueblo.

School Term and Vacation Periods.

The school term as at present constituted is of forty weeks' duration, and is uniform for all public schools in the Philippine Islands. The short, or Christmas vacation of two weeks falls during the school term. The long vacation of ten weeks begins with the Sunday following the close of the schools and ends with the Saturday preceding the opening of the schools in June.

Daily School Session.

Section 2 of Act 1698, provides that the number of hours in the daily sessions of public schools shall be fixed by the Secretary of Public Instruction, but that they shall not be less than five hours per day. In accordance herewith, the school day for primary schools has been fixed at not less than five hours. The school day of intermediate schools consists of six hours, including intermissions. The school day for secondary schools consists of at least five hours.

Daily Service Required of Teachers.

In accordance with Civil Service Rule XV, section 1, not less than five hours of labor on each school day is required of persons in the teaching service. It is the presumption of the law, however, that a teacher works not less than the seven hours required of other civil service employees; that he renders the minimum of five hours service required by law in the school room, the other two hours of service being rendered in the preparation of lessons, in the correction of papers, and in performing other work incidental to the proper operation of the school.

Principals and class-room teachers are required to be in their respective schools at least fifteen minutes before the time set for opening of school.

Service on Saturday.

Although school sessions are usually not held on Saturday, this day is nominally a day of work for teachers, and division superintendents may require them to render service on this day when such service is, in their opinion, necessary.

Extension of Hours of Labor.

When the nature of the duties to be performed or the interests of the public service require it, the head of any Department, Bureau, or Office may extend the daily hours of labor specified for any or all employees under him, and in case of such extension it shall be without additional compensation unless otherwise provided by law. Officers and employees may be required by the head of the Bureau or Office to work on Sundays or public holidays without additional compensation unless otherwise specially authorized by law. (Civil Service Rule XV, sec. 2.) By inference, it follows that service may also be required of teachers on the school holidays.

Service Reports.

Each chief of a Bureau or Office shall require a daily record of attendance of all the officers and employees under him entitled to leave of absence or vacation (including teachers) to be kept on the proper form. (Civil Service Rule XV, sec. 3.) The form prescribed is Civil Service Form Number 48. The provisions of the above rule apply also to temporary employees in the Bureau of Education.

Rules Governing the Accomplishment and Submission of Civil Service Form 48.

- I. Form 48 shall be kept day by day and shall show the exact time of beginning and ceasing work.
- II. All entries on Form 48 shall be made in ink.
- III. The use of ditto marks in accomplishing Form 48 is prohibited.
- IV. Supervising teachers and others whose duties require them to spend a large part of their time in the field may, in place of noting the hours of service, substitute the expression "Full service rendered" for each full day's work performed. In case of

absence from duty or undertime, the duration of such absence or undertime must be shown.

- V. When the program of the school, including recess periods, requires exactly five hours of service rendered by the class-room teacher in the school building, service rendered in excess of this should be noted on Form 48 as overtime, and when the service rendered is less than five hours, the amount of time less than five hours should be noted as undertime. If the amount of service required is more than five hours, service rendered in excess of the amount required only shall be noted as overtime, and the time less than that required, as undertime. Service rendered on Saturdays or on public or school holidays, shall be shown as overtime unless work is required on these days. If work on such days was required and not rendered, the amount thus lost shall be shown as undertime or absence, as the case may be.
- VI. At the end of the month, Form 48, properly signed, should be forwarded to the division superintendent of schools with the least possible delay.

No Pay allowable for Overtime Work.

No additional pay can be granted for overtime service in the Bureau of Education, nor can overtime service rendered on one day be used to offset undertime or absence on any other day.

Falsification of Time Reports.

Falsification of time reports will render the offending officer or employee liable to summary removal from the service and criminal prosecution. (Civil Service Rule XV, sec. 3.)

Service Reports by Division Superintendents.

Division superintendents shall report services of teachers in their respective divisions in accordance with the following regulations:

- I. Service reports shall be rendered on Bureau of Education Form VII as soon as possible after

the close of the month, except as noted herein-after.

II. Names shall be arranged alphabetically in groups as follows:

- (a) Superintendent and division clerks.
- (b) Teachers on accrued-leave basis.
- (c) Regular American teachers.
- (d) Regular Filipino teachers.
- (e) Temporary American teachers.
- (f) Temporary Filipino teachers.

III. The form of the name as it appears on appointment papers shall be used.

IV. Teachers whose Forms 48 are not received at the time of accomplishment of Form VII shall be entered on the form with the notation "Form 48 not received." As soon as received, a supplementary letter report shall be submitted.

V. Service of temporary teachers and clerks shall be submitted by letter or telegram immediately following the close of the month during which the services were rendered in accordance with the following regulations:

- (a) The following divisions and schools shall render service reports of temporary teachers and clerks by mail: Bataan, Batangas, Bulacan, Cavite, Laguna, Nueva Ecija, Pampanga, Rizal, Tarlac, Union, Manila, Normal School, and Trade School. All other divisions shall make such report by telegraph, whenever possible.
- (b) Mail reports of temporary teachers and clerks shall be made on Form VII, the teachers being grouped according to class. Names of temporary teachers who have not submitted Form 48 within a reasonable time after the close of the month shall be entered with the

notation, "Form 48 not received," and reported by letter upon receipt of this form.

- (c) In the wording of telegrams reporting temporary teachers and clerks, the following form shall be used:

EDUCATION

Manila (or Baguio)

Abanico Jones Brown September Absent
Smith radtoras Atkins rig afternoon

Signature.

Temporary teachers and clerks reported by telegram shall be included on the regular Form VII.

- (d) If a temporary teacher or clerk discontinues his services during the month, a special report shall immediately be rendered showing service to and including the last day of work. His name shall be included on the Form VII with notation of last day of service.

- VI. On opening of the school session in June, superintendents shall report the dates on which teachers in their divisions began work. The date of beginning work in June shall also be shown on Form VII or service reports when submitted.
- VII. Teachers granted leave of absence with permission to leave the Philippine Islands, shall be furnished with a statement showing services for two months preceding the last day of service.
- VIII. The first day of service of new teachers assigned to the division, and of teachers returning from leave of absence shall be immediately reported to the General Office. The date of beginning work shall also be noted on the first service report submitted.

The submission of forms VII should receive close attention.

Absence From Duty.

The application for vacation leave (Civil Service Form 55) shall be used by teachers for all absences during school terms. Form 55 is not required of temporary teachers in any case, nor of regular teachers for absences of less than one day, it being understood, however, that such absences are properly shown on time records submitted at the end of the month or upon the termination of the period of service. In reporting absences of teachers for less than one day, the exact half day, session, or period of absence shall be clearly shown.

Absences of teachers shown on Form 48 will be charged as reported and, save in exceptional cases, no change in the reported absence will thereafter be allowed.

Submission of Form 55.

The following regulations shall govern teachers in the submission of Civil Service Form 55 to cover absences on account of illness or other causes:

- I. Form 55 shall be submitted immediately upon return to duty and transmitted to the Director of Education through the Division Superintendent who shall note thereon his approval.
- II. The inclusive calendar days of absence together with the cause of absence shall be shown.
- III. A Saturday following an absence from duty during the second session on the preceding Friday is chargeable as a day of absence, unless services are rendered on the Saturday in question. Saturday is also chargeable as a day of absence, if service on Saturday is required by the Superintendent and not rendered.
- IV. A Sunday or other holiday is not chargeable as a day of absence unless the Sunday or holiday is included in the period of absence. If a teacher, therefore, resumes work on Monday following absence on the preceding Friday or Saturday, the intervening Sunday is not chargeable as a day of absence.

V. Form 55 shall be accomplished in duplicate, one copy being retained by the superintendent for the files of the division office.

Absence Due to Personal Illness.

Absence from duty of teachers due to illness shall be charged against their vacations, and, with the consent of the Secretary of Public Instruction, they may remain on duty during the vacation immediately following the school year during which the absence was incurred for a period equal to that lost on account of illness, in which case no deduction of pay shall be made on account of absence caused by illness. (Act 1698, sec. 25 (a).)

Upon notification of an absence due to personal illness, pay is withheld from the current salary for a period equaling that lost including Sundays and holidays chargeable as days of absence. Upon the submission of time report for vacation service, equal to the absence from duty, duly authorized, rendered, and reported in accordance with regulations specified hereinafter, payment is made for the period withheld.

Absence for Personal Reasons Other than Illness.

Absences for reasons other than personal illness are chargeable as due to personal reasons. Absence due to illness of family is for personal reasons. Such absences from duty, and all absences of temporary teachers, are without pay and can not be made up by service during vacation periods.

Absence Because of Dental Work.

Absence for the purpose of having ordinary dental work done is not usually considered as due to illness, but if the condition of the teeth is such as to urgently necessitate the performance of such work, the absence may be considered as due to illness. Teachers absent from duty on account of dental work should submit a statement with Form 55, covering the absence, showing whether the absence was due to ulcerated or aching tooth, whether the teacher was made

ill in any way on account of his tooth, or whether the dental work was performed to prevent illness on account of defective teeth.

Absence Due to Wounds or Injuries.

In case an officer or employee in the civil service, Insular or provincial, or of the city of Manila, permanent or temporary, is wounded or injured in the performance of duty, the Governor-General or proper head of Department may direct that absence during the period of disability caused by such wound or injury shall be on full pay for a period not exceeding six months. (Act 1698, sec. 25 (d).)

Proportional Vacation Shortening.

All absences, excepting those on account of personal illness for which vacation service has been rendered and duly credited, entail a proportional reduction of vacation pay in the amount of three-tenths of one day for each calendar day's absence during the school term. Such proportional reduction of vacation may be made up by vacation service, provided need for such service exists and previous authority for rendering the service is obtained.

Authority for Vacation Service.

No teacher shall be assigned to vacation service during the Christmas or long vacation periods until written authority from the Director of Education has been obtained for such assignment.

NOTE.—Teachers who have been absent during the year because of illness have no vested right to vacation service to make up time lost because of sickness, and opportunity to do vacation service can be granted only when there is real need for extra vacation service. The Honorable, the Secretary of Public Instruction, in an indorsement relative to this matter, says, "The attention of teachers should be called to the fact that they will not be put on duty unless the exigencies of the service demand the performance of work not within the capacity of the ordinary force. Duties will not be created to permit teachers to make up for lost time, but if the needs of the service require the employment of extra help, teachers who have lost time through illness will be given the preference."

Report of Vacation Service.

Upon completion of the term of service authorized, Civil Service Form 48, showing the exact time of beginning and discontinuing work on each day service was performed together with notations showing clearly the nature of each day's service, shall be forwarded to the division superintendent of schools under whose direction the services were rendered. If services were rendered during the Christmas vacation, one Form 48 only shall be submitted, the December services being entered at the bottom of the Form and the January services at the top. The division superintendent shall, after approving the record form on its face, forward same to the Director of Education by letter of transmittal, referring therein to the authority received for the performance of the service reported.

On or before June 30 each year, the superintendent shall forward a consolidated report of all authorized vacation service performed in his division during the long vacation. This report shall be made in the form indicated by the following headings:

Name.	Date of authority.	Inclusive dates of service.	Dates forms 48 were forwarded.

Services for Which No Credit is Allowable.

No credit is allowable for the following services during vacation periods:

- I. A period exceeding three days before the opening of school and three days after the close of school for the purpose of checking property and completing other necessary work.
- II. Service in connection with the holding of athletic contests, unless specifically approved by the Director.
- III. Time involved in travel to and from station at which vacation service is performed.

Assignment to Clerical Work.

A teacher may be assigned to clerical work during vacation to make up absences on account of illness or in lieu of vacation service due, but no such assignment to duty will be made except in those cases in which the appointment of an employee in addition to the office force fixed by law is shown to be necessary or upon showing sufficient reason to justify the employment of temporary help in order to meet an emergency not contemplated at the time of the passage of the regular appropriation. Assignment of teachers to clerical work during vacation or at any other time requires the prior approval of the Secretary of Public Instruction.

Credit for Vacation Service.

Credit for vacation service is allowed in accordance with the following regulations:

- I. When vacation service is rendered to offset absences on account of sickness, credit is given for working days only, one workday of service offsetting one workday lost through illness. If teaching service, credit is allowed for Saturday provided service was rendered on the preceding Friday; if clerical work, service must be rendered on the Saturday in order that credit therefor may be received.
- II. Teachers rendering clerical work, or serving as acting division superintendents, or employed in grading and reviewing examination papers must render the hours of labor required by law and executive order for clerical employees.
- III. In rendering vacation service during the long vacation due because of late appointment or in making up proportional shortening of vacation because of absences during the school year, teachers are given credit for Saturdays, Sundays, and holidays contained in the period of vacation service rendered. Where service has been rendered during the Christmas vacation it is the practice to credit them with one Sunday for three to six workdays

of service, Saturday being counted as a workday, and for two Sundays if nine or more days of service are rendered, no credit being allowed for holidays whether or not service was rendered.

- IV. No credit is allowable for vacation service rendered on Sundays or holidays to offset absences on account of illness.

Excess Vacation Service.

Where a teacher renders authorized vacation service in excess of that required to offset absences or service due, such excess vacation service is placed to his credit to offset future absences on account of illness.

Applications for Leave of Absence.

Civil Service form 55 shall be used by teachers in applying for leave of absence with permission to visit the United States. This form shall be submitted at least two weeks in advance of the date on which it is desired that the leave shall become effective.

Leave After Three Years' Service.

The law regards three calendar years of continuous and satisfactory service as the normal period upon completion of which leave of absence with privileges as provided in Act 1698, section 23 (*d*) and (*e*), may be granted.

NOTE.—The two or three years' service required of a teacher to entitle him to the allowances provided by law for such service means school years and not necessarily calendar years, and when a teacher is appointed on the second day of a school year, the first day being Sunday, and renders service throughout the year, it will be considered as full school year.

The vacation period is considered a part of the two or three years' service required of a teacher resigning or visiting the United States, whether or not he leaves the Islands at the beginning of the vacation.

Upon the completion of this term of service, and provided leave is taken beginning with the first day of the long vacation period, teachers may be granted:

- I. Full salary for seventy days provided full service was rendered during the whole school term preceding the vacation during which leave is taken, other-

- wise vacation pay in the proportion of twelve weeks of vacation to forty weeks of teaching.
- II. Government rate on contract boats from station to Manila and from Manila to the United States.
 - III. Sixty days half salary for time consumed in going to and returning from the United States. If granted permission to visit any other country, actual and necessary travel time with half pay, not to exceed sixty days.
 - IV. If serving in the provinces, in addition to the above the employee will receive half salary for actual and necessary time consumed in travel from date of departure from station to date of departure from Manila, and on returning from date of arrival at Manila to date of arrival at station, whether going to the United States or any foreign country.
 - V. On completion of two years of continuous, faithful and satisfactory service following return from leave, actual and necessary traveling expenses from place of residence in the United States to Manila; or if visiting any foreign country, he shall be allowed actual and necessary traveling expenses to Manila from port of embarkation, not exceeding four hundred pesos.

Prior to departure, vacation salary and thirty days' half pay is commuted, the balance of the half pay being paid on return to duty after submission of data required as noted hereinafter.

Leave of Absence at End of Third School Year.

Teachers desiring to visit the United States or any foreign country during their third long vacation, but previous to the completion of three full school years of service, may be granted leave with the following privileges:

- I. Full salary for seventy days provided full service is rendered during the whole school term preceding the vacation during which leave is taken, otherwise vacation pay in the proportion of twelve weeks of vacation to forty weeks of teaching.
- II. Government rate on contract boats from station to Manila and from Manila to the United States.

III. Sixty day's half salary for time consumed in going to and returning from the United States. If granted permission to visit any other country, actual and necessary travel time with half pay, not to exceed sixty days.

IV. If serving in the provinces, in addition to the above, the employee will receive half salary for actual and necessary time consumed from date of departure from station to date of departure from Manila, and on returning, from date of arrival at Manila to date of arrival at station, whether going to the United States or any foreign country.

Prior to departure vacation pay only is commuted, the half pay due being payable on return to duty after submission of data required as noted hereinafter.

Return traveling expenses are not allowable in the case of teachers who visit the United States or any foreign country prior to the completion of three years' service.

Vacation Service to Complete Two or Three Years' Service.

Contingent upon the needs of the service a teacher appointed or arriving in the Islands less than thirty days after the beginning of the school year may during some succeeding vacation make up the lost time by serving for an equivalent period, without credit to offset absences or vacation service due, and thus become entitled to the same allowances that he would have had if he had been appointed or had arrived on the first day of the school year, and may resign at the end of the second school year, or resign or visit the United States at the end of the third school year, with full allowances.

Visits to the United States During School Term.

Teachers may be granted leave with privileges during the last sixty days of the school session in order to return to duty before the opening of schools the following year. In such cases commutation of vacation pay earned for the part of the school year taught prior to departure is made at the rate of one week's vacation for each month taught during the school year, provided the teacher has two or more years

of service to his credit; also thirty days' half pay if he has three or more years of service to his credit. On return to duty full payment of the remainder of seventy days vacation pay is made, together with the additional thirty days half pay if the teacher is entitled thereto.

In cases of leave of absence to visit the United States during the school year on account of illness or urgent necessity a teacher may be allowed vacation pay at the rate of one week of vacation for each month of teaching, provided he has rendered two years of service before going on leave. If a teacher has rendered three years of service before going to the United States on leave during the school year on account of sickness or urgent necessity he may also be granted half pay and return traveling expenses.

Teachers granted leave during the school year on account of sickness or urgent necessity should not return to duty till the beginning of the next school year.

It has been ruled that visits to the United States during school sessions for the purpose of accompanying a teacher's husband or wife are not considered as due to urgent necessity unless husband or wife is critically ill.

In the discretion of the Director of Education, teachers who have served three years may be allowed to visit the United States at any time during the school year, on condition that they shall not return until the beginning of the next school year, and that no payment for vacation will be made until the teacher returns to duty in the Philippine Islands. If the teacher has three calendar years of service to his credit he may, upon going on leave, receive the thirty days' half pay allowable on resignation.

Except as provided above, no half pay travel time or return traveling expenses are allowable in cases of visits to the United States during the school session prior to the Christmas vacation.

Unexplained Absence.

No officer or employee in the Philippine Civil Service shall be dropped from the rolls of his office for unexplained absence in the United States until at least forty days after

the expiration of the period of absence contemplated by the leave granted, and then only with the approval of the Governor-General or proper head of the department. Civil Service Rule XVI, Section 12.

Frequency of Leaves.

A teacher may be granted permission to visit the United States or any foreign country with half pay and return travel expenses at the end of his first three years, twice during his first six years, three times in nine years, etc. That is, he may postpone the leave due him at the end of three years' service till the fourth or fifth year and still be entitled to leave with privileges at the close of the sixth year of service.

Leave Without Pay.

The return of a teacher to duty in the middle or toward the close of the school period is not for the best interests of the service. Leave without pay in addition to that allowed on full pay and necessary travel time is therefore not granted except for good reasons. Teachers, however, who have a long and continuous term of service of several years to their credit may be granted leave without pay till the beginning of the following school year for purposes of study or recuperation. A teacher granted a year's leave may not return to duty except by special permission of the Director of Education until the expiration of his leave.

Arrangement for extended leave of absence in the United States should, as a rule, be made before leaving the Islands.

It is not the practice of the Bureau of Education to grant extended leaves of absence without pay to teachers who desire to remain in the Islands.

Application for Return Transportation.

Officers and employees who are granted leave of absence for the purpose of visiting the United States shall, before leaving the Islands, make application to the Executive Secretary through the Director of Education for transportation returning to the Philippine Islands, giving the approximate

date of leaving the United States and post office address while in the United States. Teachers resigning from the service shall state on their application for leave their future address in the United States.

Return Traveling Expenses.

Return transportation will be furnished on request. The cost of such transportation will be deducted from the current salary of the employee in six monthly installments and in the case of those who have served three years or more prior to departure will be refunded upon the expiration of two years service as provided hereinbefore.

If it is not desired that transportation be advanced, the employee should remit the cost of return transportation to the Chief of the Bureau of Insular Affairs, War Department, Washington, D. C., with a statement of the date he wishes to leave the United States.

Submission of Expense Accounts.

Employees visiting the United States or any foreign country and entitled to refund of return traveling expenses shall submit expense account on proper form to the Insular Auditor through the Director of Education within thirty days after arrival in Manila.

NOTE.—In cases where both husband and wife are returning from leave, traveling expense accounts from the United States to Manila should be rendered separately. Where expenses have been incurred jointly, separate receipts should be taken therefor.

Data to be Furnished on Return to Duty.

Before payment of half pay on return from leave can be made, the following data must be furnished the Director of Civil Service through the Director of Education and the division superintendent of schools. Blanks for this purpose are furnished on leaving Manila or may be obtained in the Manila General Office on return.

- (a) The name of the country visited from which return traveling expenses are claimed.
- (b) The name of the city or town in which stationed prior to taking leave.

- (c) The last day of service at station.
- (d) The date of departure from station for Manila. (If water transportation was used the name of the boat should be stated.)
- (e) The date of arrival in Manila.
- (f) The inclusive dates of any official duty performed in Manila prior to departure therefrom, and the nature of such duty.
- (g) The date of departure from Manila and the name of the vessel.
- (h) The names of any other vessels upon which transportation was had between Manila and the country visited, and the date of arrival in the country visited. (The date of arrival at the first port reached in the country visited is the date of arrival, whether or not the employee proceeds to some more distant port.)
- (i) The date of departure from the country visited. (The date of departure from the last port touched in the country visited is desired, whether or not the employee boarded the vessel in some more distant port.)
- (j) The name of the port of embarkation in such country, and the name of the vessel. (The port of embarkation is the last port touched, as above.)
- (k) The names of any other vessels upon which transportation was had between the country visited and Manila, if any change in vessels was made.
- (l) The date of arrival in Manila.
- (m) The inclusive dates of any official duty performed in Manila prior to returning to station, and the nature of such duty.
- (n) The date of departure from Manila for station. (If water transportation was used the name of the boat should be stated.)
- (o) The date of arrival at station, and the name of the station.
- (p) The first day of service at station.

- (q) Whether or not the first transportation for the country visited after arrival in Manila from station, or the first transportation for station after return to Manila was used, and in case of a visit to a country other than the United States, whether any stopovers were made en route to or returning from the country visited and whether any time was lost because of stopovers or deviation from the most direct route. (A full statement of the causes of any delay should be made, and in case of visits to foreign countries full information should be furnished regarding the travel time used, as failure to furnish the necessary information will result in delay in adjustment of leave and payment of any salary which may be due therefor.)
- (r) Whether or not it is desired to relinquish a part of the half pay allowable, provided all the vacation allowable has not been used. (If the largest possible cash settlement is desired the answer should be in the affirmative; if it is desired that the unused vacation stand to the credit of the teacher to offset possible future absence due to illness the answer should be in the negative. The former will include the offsetting of vacation service due and past absences due to illness so far as possible if there are any.)

Resignation.

The resignation of a teacher who has served in the Islands two full school years or more may be accepted at the end of a school year and he may be allowed the vacation current; provided that the total vacation enjoyed by him shall not exceed twelve weeks for every forty weeks actually taught.

As a rule, the resignation of a teacher will not be accepted prior to the termination of the school year; provided that if for illness or other urgent necessity the resignation of a teacher who has served in the Islands more than two years is accepted without prejudice, or permission to visit the United States is granted by the Secretary of Public Instruc-

tion prior to the termination of the school year, he may be allowed salary for one week's vacation for every month actually taught by him since the preceding summer vacation, any absence chargeable to vacation to be deducted from this allowance; but the total vacation enjoyed by him shall not exceed twelve weeks for every forty weeks actually taught. Vacation pay to the estate of a teacher who dies may be allowed on the same basis as to a teacher whose resignation is accepted on account of illness. (Civil Service Rule XVI, sec. 7 (a), (b).)

Half Pay on Resignation.

Irrespective of leave granted, a regularly appointed officer or employee who has rendered continuous, faithful, and satisfactory service for three years or more after arrival in the Philippine Islands, shall, upon his retirement from the service, be allowed half salary for thirty days in addition to full salary for the period which may be granted him as leave of absence under the provisions of this Act. (Act 1698, sec. 29 (d).)

Half pay on resignation is therefore allowable whether a teacher resigns during the school year or at the beginning of the vacation period.

Transportation to the United States on Separation.

If the employee was appointed prior to January 12, 1904, he will, upon separation from the service receive commutation of return transportation to the United States in the amount of ₱240, provided he returns to the United States within six months after date of separation and submits a receipt from the transportation company as evidence of his actual expenses. If transportation is furnished on an Army transport to an employee resigning, no claim for the payment of the money value of transportation by commercial lines will be allowed.

Separation for Cause.

An officer or employee separated from the service for cause shall not be granted leave or any other privileges.

Accrued and Vacation Leave.

The following regulations governing the allowances of accrued and vacation leave apply to Division Superintendents, regular clerks in the employ of the Bureau of Education, and certain teachers whose services are required during vacation periods.

Vacation Leave.

Vacation leave is allowable in accordance with the following schedule:

Persons receiving salary of less than ₱2,000 per annum, twenty-one days.

Persons receiving salary of ₱2,000 per annum or more, twenty-eight days.

Application for vacation leave for one full day or more should be made on Form 55, five days in advance, whenever possible. Except in cases of illness, prior approval of the Director of Education must be obtained before taking vacation leave.

If vacation leave is taken during the first six months of service, payment for such leave taken is withheld till the completion of six months' service unless application is accompanied by certificate of illness on Civil Service Form 41.

Vacation leave must be taken during the year in which it was earned or during January or February of the following year.

In connection with visits to the United States or any foreign country on accrued leave, vacation leave for one year is granted, provided the employee has no absences chargeable against leave during the year in which leave was taken. Payment of vacation leave is made five days after return to duty, and after the data required on return to duty have been furnished.

Accrued Leave.

After at least two years' continuous, faithful and satisfactory service, the Governor-General or proper head of Department shall, subject to the necessities of the public service, and upon proper application therefor, grant each

regularly and permanently appointed officer or employee in the civil service, Insular or provincial, or of the city of Manila, except as hereinafter provided, accrued leave of absence with full pay, inclusive of Sundays and of days declared public holidays by law or executive order, for each year of service in accordance with the following schedule: An employee receiving an annual salary of less than one thousand eight hundred pesos shall be granted twenty days' leave; an employee receiving an annual salary of from one thousand two hundred to one thousand eight hundred pesos with board and quarters, and an officer or employee receiving an annual salary of one thousand eight hundred pesos or more, but less than three thousand six hundred pesos, shall be granted thirty days' leave; an officer or employee receiving an annual salary of three thousand six hundred pesos or more, shall be granted thirty-five days' leave. Leave shall accrue while an officer or employee is on duly authorized leave of absence with pay.

If an officer or employee elects to postpone the taking of any or all of the leave to which he is entitled under this section, such leave may accumulate and if his salary changes he shall receive the same amount of leave and pay as if he had taken the leave while receiving the salary at which it accrued; provided, however, that no person shall at any time have to his credit more than the accrued leave allowed for five years' service.

An officer or employee who has served in the Islands for three years or more, and who has accumulated to his credit the accrued leave allowed for two full years, may be granted permission to visit the United States or any other country in the discretion of the Governor-General or proper head of Department, with the half-pay and traveling-expense allowances hereinafter provided; provided that such permission shall not be granted oftener than once in every three years. (Act 1698, sec. 23 (a), (b), (c).)

Application for accrued leave shall be made on Civil Service Form 39 at least fifteen days in advance of the date upon which the leave is to become effective.

Except on resignation commutation of accrued leave is not made to an employee who remains in the Philippine Islands. Employees who return to duty before the expiration of the period covered by leave commuted must refund the money value of the unused portion of the leave of absence commuted.

If accrued leave was earned at different rates of compensation, leave is granted with pay at the salary the employee is last receiving for a period equalling in money value the periods of accrued leave estimated in accordance with the law, and he may be granted if he so desires, such additional leave without pay as will give him the aggregate length of time with and without pay, as provided by law.

Hours of Labor.

Employees on accrued leave basis are required to render seven hours of labor on each day, exclusive of Sundays and legal holidays, with five hours on Saturday. During the heated season from April 1 to June 15, the Director of Education may reduce the required hours of labor to five hours, from 7.30 a. m. to 12.30 p. m.

ACCOUNTING REGULATIONS.

Taking Station on Original Appointment or Return from Leave.

1. Traveling expenses from Manila to station on arrival from the United States upon original appointment, but *not* when returning from leave, are a proper charge against the Government, and vouchers may be submitted to this Office covering such expenditures. Employees should *not* include travel from Manila to their stations on the same voucher with travel from the United States to Manila. In cases where teachers returning from leave are definitely informed at the General Office of the towns to which they are assigned, they will not receive reimbursement for travel from Manila to their stations. When ordered on return from leave to report to the division superintendent for assignment they will not receive reimbursement from Manila to the provincial capital, but *will* receive reimbursement for traveling expenses from the provincial capital to their stations.

Expense Vouchers Must be Submitted Promptly and by the Month.

2. All vouchers for expenses should be submitted within thirty days after the close of the month in which the claim originated. If an expense voucher is not submitted within this period, it must be accompanied by a satisfactory statement showing the cause of the delay. Separate vouchers should be submitted for expenses incurred each month. One voucher must not cover a portion of two separate months nor must dates be permitted to overlap.

Travel, Transportation of Supplies, and Stamps on Separate Vouchers.

3. Separate vouchers should be submitted for the transportation of supplies, for the purchase of stamps, for reg-

ular traveling expenses, and for expenses incurred in connection with special assignments; such as change of station, travel to and from normal institutes, athletic meets, etc.

Use of Bureau of Education General Forms 8 (A) and 5 (A).

4. Requests for reimbursement of *traveling expenses* must be submitted in triplicate (2 copies for the General Office; 1 copy for the division superintendent's files) on Bureau of Education General Form 8(A); all other expenses on Bureau of Education General Form 5(A).

Accomplishment of Expense Vouchers.

5. Blank spaces at the head of each voucher should be filled in, showing the official name and address of claimant, the "starting" point and destination; e. g. "from (give starting point) to (give names of barrios and towns visited)", and the period of travel. All blank spaces on the voucher designating signature of creditor, with the exception of the receipt, should be filled with the name as it appears at the top of the voucher. The receipt at the bottom of the voucher is no longer required. If necessary for a long voucher, the lower part of the form may be removed and the upper portion fastened securely to the face of a full sized form.

Vouchers must be accomplished in ink or on the typewriter, and all changes must be initialed by the claimant.

Signatures of Officials and Employees.

6. Signatures on expense vouchers must consist of the official name as used in the original appointment, and the official title, as "division superintendent of schools," "acting division superintendent of schools," "supervising teacher," "assistant supervising teacher," etc.

Oath and Approval of Division Superintendents.

7. (a) Affidavit must be made before a justice of the peace or some other person authorized to administer oaths. When no officer authorized to administer oaths is available, the

account bearing a statement to that effect should be submitted for payment.

NOTE.—Officials (including notaries) qualified to administer oaths can not collect a fee for so doing from any who appear before them to make affidavits on matters of public business and no internal-revenue stamps are required on such affidavits.

(b) Approval of the division superintendent must appear on the face of all vouchers submitted by teachers, division clerks, and pensionados.

Receipts.

8. (a) Receipts are required for all expenditures of one peso or more (originals only). If, for any reason, a receipt can not be secured, a good and sufficient explanation should be submitted. The receipt should include a definite statement of the nature of expense, date incurred, period covered, and, if for transportation, the kind of transportation and distance traveled. Alterations or erasures render a receipt void.

(b) Receipts signed by his × mark, as well as signatures in Chinese and illegible signatures must be witnessed by some disinterested party.

(c) Entries on voucher, Form 8 (A), must agree with the receipts as to character of expense, numbers of receipts and amounts. In the column provided for the date should be given the date on which the expense was incurred, and not the date of the receipt.

Authority for Travel.

9. (a) When the travel is outside of his district in the case of a supervising teacher, or outside of his division in the case of a division superintendent, the reimbursement voucher for such travel must be accompanied by the original or certified copy of the order directing it.

(b) Division superintendents may authorize the travel of Insular teachers within the province from one station to another, or may order them from their stations to other towns for the purpose of conducting examinations or hold-

ing special teachers' meetings. They may not, however, order teachers from one province to another, even though the interests of the service may seem to require it, without previous written authority from the Director of Education. Teachers must not make official trips to the office of the division superintendent or to towns outside their districts without having secured previous written authority from the division superintendent in all cases. The payment of traveling expenses of employees other than Insular from Insular funds is irregular and requires special executive approval.

Travel Vouchers of Supervising Teachers Must Agree with Form XIV.

10. On the Form 8 (A) must be indicated the places visited, kind of transportation, and distance traveled, with totals. This information must agree with the report on Form XIV. Two copies of Form XIV must be submitted with the Forms 8 (A) (one copy for the General Office, one copy for the division superintendent's files). Beginning with the month of January, 1912, all supervising teachers and industrial supervisors will be required to accomplish Forms XIV in detail showing the nature of the official business transacted by them on each day of the month. This applies to days spent in the classrooms, in office work at district headquarters, as well as for all outside trips.

Baggage Allowances.

11. Charges for the transportation of baggage must be accompanied by a statement giving the approximate weight. If traveling to a *temporary station*, 68 kilos only will be allowed. If traveling to a *permanent station*, 227 kilos of baggage are allowed. In case more baggage is transported than allowed by law, reimbursement may be made in full if supported by a statement showing that the cost of shipment was not in excess of the cost of shipment of the amount allowable.

GENERAL FORM NO. 9 (A)—B. OF E.

TRAVELING EXPENSE VOUCHER.

PHILIPPINE CURRENCY.

The Government of the Philippine Islands,

To John H. Doe, Dr.San Pedro, Cebu.
(Address of creditor.)

FOR REIMBURSEMENT for expenses incurred while traveling on official business from

 from San Pedro (Starting point) to Barrios (Destination), during the period
 from April 1st to April 30, 1911, inclusive.

See instructions hereon.

DATE 1911	CHARACTER OF EXPENSE	NO OF RECEIPTS	AMOUNT
April	Use of my own horse as per S.O. 987-16 for following trips on official business:		P
1	San Pedro to Maynil and return		
2	" to Cadiz		
3	Cadiz to San Francisco		
4	San Francisco to San Pedro		
8	San Pedro to Loreto and return		
12	" to Union and return		
16	" to Calamba		
17	Calamba to Maynil		
18	Maynil to San Pedro		
24	San Pedro to Cadiz		
25	Cadiz to San Pedro		
30	San Pedro to Loreto and return		
	Total no. of days horse was in use	12	
	Total no. of kilometers travel (per Form XIV)	221	20 00
	Per diems:		
	Apr. 2, 7:30 a.m. - Apr. 4, 8 p.m. - 2 1/2 days		6 75
	Apr. 16, 9 a.m. - Apr. 18, 11 a.m. - 2 "		6 00
	TOTAL		32 75

I certify that the above expenses (exclusive of per diems) were actually and necessarily incurred by me at the time, in the manner and for the purposes stated, and that all per diems herein claimed are correctly set forth and are for days during which I was absent from my proper station on official business and during which no subsistence was directly or indirectly furnished me by the Government.

Cedula No. 4801-F, Date issued January 9, 1911.Town San Pedro, Province Cebu
John H. Doe
 (Signature)
 Supervising Teacher
 (Title)
Subscribed and sworn to before me this 3 day of May, 1911.
Francisco Reyes
 (Signature of Officer)
 Justice of the Peace
 (Title)
Date 1911

Received in full payment of above, from

the sum of _____, 775 pesos, which I hereby certify to be correct.

(Signature of creditor.)

	CHARGES		
	ACT.	CLAM.	AMOUNT.
Warrant or Voucher No.			P
Dated			
Record			
Extension	Division	Month	
Audit	Entered date	Page	
Check	Entered by	Checked by	

Tips, Barber Work, and Laundry Charges.

12. Tips to waiters or attendants, baths, barber work, and laundry, are not proper charges against the Insular Government and will be disallowed except on travel between the United States and the Philippine Islands.

Allowance in Lieu of Hire of Horse, Bicycle, Motor Cycle, and Motor Boat.

13. (a) Upon recommendation of division superintendents, the Director of Education will authorize, subject to the approval of the Secretary of Public Instruction, by special order, the granting of allowances in lieu of hire of horse, bicycle, motor cycle, and motor boat.

(b) To secure such an allowance, the supervising teacher must submit *evidence of ownership of the means of transportation* for which the allowance is claimed.

(c) The division superintendent's recommendation for an allowance should contain the following information:

Name of teacher,
Name of district,
Town of residence,
Kind of transportation,
Maximum allowance,
Evidence of ownership.

(d) These allowances will be granted on the following basis:

Allowance in lieu of horse hire, ₱20 per month on the basis of twelve days of use and 160 kilometers of travel. Method of computation as follows:

(1) A teacher, who is granted a monthly allowance of ₱20, travels 130 kilometers and uses his horse fourteen days. Allowance is computed as follows:

$$\frac{130}{160} \times ₱20 = ₱16.25, \text{ on mileage basis,}$$

$$\frac{14}{12} \times ₱20 = ₱23.33, \text{ on time basis,}$$

$$\begin{array}{r} \text{divided by } 2 \overline{) 39.58} \\ \hline ₱19.79 \end{array} \quad \text{Average.}$$

This average amount is within the maximum monthly allowance, and will be approved. Again:

- (2) A teacher who is granted an allowance of ₱15 travels 125 kilometers and uses his horse thirteen days:

$$\frac{125}{160} \times ₱20 = ₱15.63, \text{ on mileage basis,}$$

$$\frac{13}{12} \times ₱20 = ₱21.67, \text{ on time basis,}$$

$$\begin{array}{r} \text{divided by } 2 \overline{) 37.30} \\ ₱18.65 \text{ Average.} \end{array}$$

In this case the maximum allowance of ₱15, only, will be approved.

Allowance in lieu of bicycle hire at the rate of 4 centavos per kilometer, not to exceed ₱10 per month.

Allowance in lieu of hire of motor cycle or motor boat at the rate of 15 centavos per kilometer, not to exceed ₱30 per month.

(e) On the face of the General Form 8(A) on which claim is made for such allowances should be indicated the number of special order granting the allowance. Allowances will be computed on the basis of actual use on "official business" only. New requests for allowances must be submitted at the beginning of each school year.

Hire of Horses, Bicycles, Motor Cycles, and Motor Boats from Government Employees.

1. Employees who receive a monthly transportation allowance are not entitled to receive any additional payment from the Government for rental to other employees of the transportation covered by said allowance.

2. In exceptional cases, employees who own transportation other than that for which they receive an allowance may rent such transportation to other employees at rates not to exceed ₱1.00 per day or ₱20.00 per month.

3. Employees who receive a monthly transportation allowance are not entitled to reimbursement for hire of additional transportation for their own use unless it is clearly

shown in each case that it was impracticable to use the transportation covered by the allowance.

Per Diems.

15. By authority of section 3, Act No. 1873, per diems are granted to officers and employees other than division superintendents on the following basis:

- (1) Those receiving a salary of less than ₱1,200, one peso per diem.
- (2) Those receiving ₱1,200, but not exceeding ₱1,800, two pesos per diem.
- (3) Those receiving more than ₱1,800, three pesos per diem.

To division superintendents, four pesos per diem.

The law further provides that a per diem of less than the maximum may be authorized, if considered advisable. The granting of per diems so as to constitute an increase in salary is illegal. A claim for subsistence at more than lawful per diem rates must be supported by a statement that cheaper fare could not be secured.

How to Submit Claim for Per Diems.

16. Per diems to supervising teachers will be granted only for trips necessitating an absence from their homes of eighteen hours or more. Claims for per diems should be submitted on the same voucher with traveling expenses. A day is divided into four parts, representing breakfast, lunch, dinner, and lodging, and computation of per diems is based on this division. It is presumed that meals can be secured at one's official domicile between the following hours:

Breakfast, 5 a. m. to 8 a. m.

Lunch, 11 a. m. to 2 p. m.

Dinner, 5 p. m. to 8 p. m.

The claim for per diem should be submitted in the following form: (See Model Form 8-A and certificate.)

Per diems:

From 9 a. m. Jan. 1, to 4 p. m. Jan. 5, at ₱3 per day..... ₱12.75.

Carromata Hire in Manila and Excess Fare on Trains.

17. Charges for carromata hire in the city of Manila, if unsupported by livery chits or receipts, will be allowed on the basis of the existing tariff for public vehicles, and in no case, whether supported or unsupported by receipts, will a charge of more than ₱1 per hour be allowed. Travel by carromata in Manila will be allowed at Government expense only in case the use of street cars is shown to be impracticable.

Excess fare on trains will not be allowed.

Transportation Requests.

18. One copy of transportation requests, which should be made on Bureau of Navigation Form 14, issued by the division superintendent authorizing official travel, should be forwarded by him to the Director of Education *immediately* upon issuance.

This request should set forth clearly the nature of the trip. The words "official business" are not sufficient. The following phrases are suggested:

"Supervising teacher on inspection trip."

"Division superintendent on official travel."

"Teacher traveling to temporary station."

"Teacher changing station."

"Special assignment authorized by letter of Director of Education, (date)."

NOTE.—In case the trip is from one province to another, a statement of the division superintendent that the travel has been authorized must appear on the form submitted to the General Office.

Traveling Expenses of American and Insular Teachers in Connection with Special Assignments.

19. Teachers traveling to normal institutes, taking station, or on special assignment within the province, or when ordered to Manila by the Director of Education will not be allowed per diems but should submit vouchers for reimbursement of actual and necessary expenses including subsistence, properly supported by receipts.

Traveling Expenses of Industrial Supervisors.

20. Teachers serving as supervisors of industrial work may receive, in addition to transportation expenses, a per diem of not to exceed ₱3.

Travelling Expenses of Teachers in Charge of Carnival Exhibits.

21. Teachers in charge of provincial industrial exhibits at the Carnival will receive transportation expenses to and from Manila. No per diem or subsistence allowance will be granted, unless supported by express written authority from the Director of Education. Travel from hotel to place of business within the city or vice-versa is not a proper charge against the government.

Athletic Meets.

22. Only one teacher may be detailed to take charge of students representing a province in interprovincial meets, of which only one will be authorized during any one school year. Reimbursement will be made for actual transportation expenses and subsistence from his station to the meet and return. His subsistence while at the meet is not a proper charge against Government funds and will not be allowed. This applies also to a meet held within the province, of which not more than one is authorized during any one school year.

Vacation Service Travel.

23. The traveling expenses of teachers to normal institutes, to provincial capitals, or to other stations to render vacation service, will not be allowed in any case where the service rendered is less than one month. Where the service due amounts to a month or more, traveling expenses will be allowed only upon the express written authority of the Director of Education, secured in advance.

Head Teachers.

24. Head teachers will be allowed, in addition to actual and necessary traveling expenses, a per diem of not to exceed ₱3 when away from their official residences on official

business. Subject to the approval of the division superintendent, a head teacher may authorize other teachers within the districts under his supervision to make special trips as the needs of the service may require. However, previous written authorization of the division superintendent must be secured before incurring any special obligation.

Transportation of Public School Supplies and Equipment.

25. (a) Transportation of public school supplies and equipment is an Insular charge when transportation is—

1. From Manila to office of the division superintendent.
2. From Manila direct to any municipality.
3. From one division superintendent's office to another.
4. From a municipality to division superintendent's office.
5. From any provincial point to Manila.
6. From a division superintendent's office to place of delivery for shipment to various municipalities by rail or water.

(b) A provincial charge, when transportation is from division superintendent's office to provincial high school.

(c) A municipal charge when transportation is:

- (1) From a division superintendent's office to any municipality within his province, except such transportation as is incurred from his office to place of delivery for shipment by rail or water.
- (2) From one municipality to another within the province.

Stamp Accounts.

26. As soon as purchased, all stamps should be marked "O. B." (official business). **(a)** Stamp accounts must be submitted monthly by division superintendents on Bureau of Education General Form 5 (A). On the face of the form should appear the amount of stamps purchased during the month supported by receipts, the balance on hand from previous month, the amount expended on official mail, the amount expended on official telegrams and the balance of

stamps remaining on hand in the division office. The following form should be used:

Purchased this voucher	P
Balance from previous month	
Total	
Expended, telegrams	
Expended, mail	
Issued supervising teachers for official expenditure	
Total	
Balance on hand	

(b) To supervising teachers, division superintendents may issue stamps in small quantities for the transmission of official mail, keeping accounts with them on Forms 100 and requiring them to certify expenditures on Forms 101. The cost of telegrams sent by these teachers will be reimbursed separately when the receipted telegrams are presented to division superintendents.

On the division superintendent's general voucher, the item, "Expended telegrams" will be supported by the receipted copies of telegrams; on his certificate as to the amount "expended, mail," in his office, and as "issued to supervising teachers for official expenditures," the division superintendent will take credit on his accounts with the General Office.

NOTE.—In auditing claims for reimbursement for telegrams, deductions will be made for superfluous words in telegrams, and unnecessary telegrams.

Postage Account—Division Superintendents on Change of Station.

27. When submitting stamp accounts upon assuming a new station, the division superintendent should show plainly the balance of stamps taken over from his predecessor.

Allotments of Funds to Cover Expenditures for Travel Within a Division.

28. (a) An allotment of funds will be made to each division to cover all travel within the division during the fiscal

year. This will include travel and per diems of supervising teachers, travel of teachers to normal institutes, travel of teachers to meetings called by the division superintendent, travel of teachers to and from athletic meets, travel of teachers to conduct special examinations and other assignments, and travel of division superintendents within their divisions and to and from Manila on official business, excepting where permission to come to Manila includes authority for the payment of expenses from the general travel allotment.

(b) Prior to March 31 of each year, supervising teachers should submit estimates of the expense in supervising their districts for the coming year.

These estimates should furnish information as follows:

1. Name of district.
2. Average number of kilometers of travel per month.
3. Mode of travel, whether by horse, bicycle, motor cycle, etc.
4. Total transportation expenses per year.
5. Total required for per diems (including subsistence).
6. Names of towns requiring more than eighteen hours for visit, with distance from home town.
7. Residence of supervising teacher.

(c) After carefully checking and approving these estimates with a view to economy, the division superintendent will submit before the opening of the school year, in duplicate, a request for an allotment for travel based on these estimates of the supervising teachers, furnishing the following information in tabulated form:

1. Name of superintendent, division, transportation expenses, and per diems required by him for the year, for Normal Institute, for industrial supervision, and athletic meets.
2. Name of teacher.
3. Name of district.
4. Total number of kilometers of travel per month.
5. Total amount required for transportation expenses per year.

6. Total amount required for per diems (including subsistence) per year.

7. Totals required for each district and for entire division.

One copy of the supervising teacher's request as corrected by the division superintendent should accompany this statement.

These requests will be tabulated in the General Office and allotments for traveling expenses and per diems made accordingly, provided the total amount does not exceed the funds available for this purpose. The allotment for travel having once been made for a division, the superintendent will be required to keep within this allotment during the year. It will therefore be necessary for him to keep in his office a careful check of the expenses of the various districts, in order that he may be sure that each supervising teacher is keeping within his allowance.

NOTE.—By transportation expense is meant the cost of travel exclusive of subsistence or per diems, except where subsistence is included in the cost of ticket.

Outstanding Obligations.

29. Division superintendents are instructed to submit on June 30 of each year a statement of all outstanding obligations against the Bureau of Education in their respective divisions for the fiscal year. This statement should contain the following data:

1. Amount due each employee, giving name, for reimbursement of traveling expenses which have been incurred within the Islands up to and including June 30, but not forwarded to the Director of Education for payment.

2. Amount due the superintendent for reimbursement of general expenses and postage accounts which have been incurred up to and including June 30, but not forwarded to the Director of Education for payment.

3. Obligations incurred on behalf of special schools supported in whole or in part by Insular appropriations in the division, to cover the period to June 30, claims for which have not been forwarded for payment.

4. Any other accounts for the period ending June 30 which have not been forwarded for payment.

This report must reach the General Office on or before July 10. Where it appears that a written communication will not reach the Office on this date, a report giving fully the above information should be sent by wire. The division superintendent's records should be so complete that he will have no difficulty in determining all such obligations as have been incurred or will be incurred for which vouchers have not yet been received.

Auditing.

30. A thorough auditing of all expense vouchers should be made in the office of the division superintendent to see that all rules and regulations of the Insular Auditor and the Director of Education have been complied with, in addition to a careful check of expenses. This will obviate the necessity of returning a great many vouchers for corrections.

The following system of checking should be followed:

- (a) Check signatures of creditor.
- (b) Check oath.
- (c) 1. Check date on vouchers with date expense was incurred as shown on the receipt.
- 2. Check signatures on receipts.
- 3. Check places visited on receipts and voucher.
- 4. Check amounts of receipts with amounts on voucher.
- 5. Check total amount on voucher.
- (d) Check Form XIV with the voucher.
- (e) Check the approval of the division superintendent.

Changes made in the voucher by the division superintendent or audit clerk, must be initialed, and a note to the effect that the claimant has been advised of change should be made in the margin of the voucher.

SPECIAL DISBURSING OFFICERS.

31. Special disbursing officers of the Bureau of Education will be guided by the following instructions when accounting for public funds advanced to them for official expenditures:

Cash Advance.

32. The money in the hands of a special disbursing officer will be treated as a "continuing fund." When vouchers, covering expenditures from the same are submitted in proper form, warrants will be drawn in favor of the disbursing officer reimbursing him for the amount expended, thus keeping the "continuing fund" the same.

Submission of Vouchers.

33. Vouchers should be submitted monthly or oftener, if necessary. In the latter case great care should be exercised to avoid the overlapping of dates. Each voucher must show plainly the inclusive dates for which reimbursement is claimed.

Example: Account for period December 1 to 21, 1909. The next account should read "Account for period December 22 to 31, 1909." Always insert the inclusive dates whether the account is for a part or the whole of a month. No account should cover parts of two months.

Equipment and Supplies Not Produced Locally Must be Purchased Through General Office.

34. Dishes, lumber, cloth, clothing, blankets, towels, cooking utensils, wash basins, medicines, and articles of permanent equipment should be requisitioned for from the General Office through the division superintendent.

Supplies not produced locally should be purchased through the General Office, but in cases of emergency where small quantities are purchased the reimbursement vouchers must be accompanied by a suitable explanation.

Local Purchases of Food Supplies.

35. Duplicate receipts or receipted bills must be submitted for all purchases of rice, canned goods, and groceries. Such receipts or bills must also show the unit price paid for each article, for example:

20 cavans of rice at ₱6 per cavan	₱120.00
350 tuyo (dried fish), at 40 centavos per c.....	1.40
290 cabbages, at 5 centavos each	14.50
10 bars soap, at ₱0.20 per bar	2.00

Market Purchases.

36. Market purchases of incidental food supplies should be supported by a memorandum in duplicate showing the total amount spent each day for such purposes. *For example:*

December 1. Market purchases	₱1.32
December 2. Market purchases .....	.94
December 3. Market purchases	1.53

The total of this market account will appear as one entry on the voucher.

Vouchers covering market purchases must be supported by the following certificate:

I certify that the foregoing is a true statement of daily purchases made by me of vegetables, fish and other subsistence supplies for the maintenance of students of this school.

(Sgd.)
Principal.

School

Purchases of Minor Industrial Supplies.

37. (a) Necessary articles produced locally, such as brooms, bamboo, wax, pieces of wood, bejuco, straws, grasses, fibers, and sedges for industrial work may be purchased in the open market, but in all cases the unit price should appear on the face of the voucher. *Example:*

20 bamboos, at 12 centavos each	₱2.40
1 kilo wax, at ₱0.50 per kilo .....	.50
3 bundles bejuco, at ₱0.90 per bundle	2.70

(b) A unit of measurement or weight should be adopted in the case of each article, and should be uniformly used throughout the year. That is, rice should be purchased by the cavan, not by the sack, pound, or other denomination; sewing thread by the spool; bejuco by the bundle, etc.

Repairs to School Buildings.

38. Minor repairs on schoolhouses, dormitories, and other *Bureau of Education buildings* may be made, provided previous authority has been obtained from the Director of

Education. In seeking such authority, the special disbursing officer should show plainly just what repairs are to be made and give an estimate of the amount of money needed to do the work. A copy of authority should be attached to the voucher.

Transportation of Food and School Supplies.

39. Expenditures for transportation of food supplies should be taken up on the regular monthly voucher. Items for ₱1 or more must be supported by receipts. Traveling expenses should be submitted separately.

Employment of Laborers and Janitors.

40. Laborers may be employed under the following conditions: Previous authority must be obtained from the Director of Education for the employment of all regular laborers or janitors; in case of emergency, a total of five laborers may be employed at a rate of not to exceed ₱15 each per month without authority, but a satisfactory explanation setting forth the necessity for such employment should accompany the voucher, and if their employment is to be continued for any considerable length of time, authority therefor must be secured from the Director as in the case of "regular laborers."

All disbursements for salaries and wages must be supported by payrolls properly completed. If the laborer receives a daily or hourly wage, use Payroll General Form 7 (A); if receiving a monthly salary, use Payroll General Form 6 (A). Payment of salary must be witnessed by some responsible person who will initial each item in the proper column and sign the certificate at the bottom of the payroll as witness to payment. All certificates appearing on this forms must be completed, and no alterations permitted.

NOTE.—The 31st day of a month is not considered a day of pay. (Pay on the 30-day basis.) For absence on the 31st the employee loses one-thirtieth of the month's pay.

Responsibility of Special Disbursing Officers.

41. Special disbursing officers will be held responsible under their bonds for the correctness of accounts submitted by them. Items which in any way appear irregular, should be supported by a statement setting forth the facts in the case and explaining the apparent irregularity so that the account may be paid without delay.

Instructions on Forwarding Accounts for Payment.

42. When the account is prepared, original and duplicate vouchers should be forwarded to the Director of Education, and the triplicate copy sent to the division superintendent. After careful and detailed auditing in the General Office, the account will be paid in the sum allowed. Advice of deductions or alterations in any account will be sent to the officer through the division superintendent.

PROPERTY RULES AND REGULATIONS.

I. RESPONSIBILITY OF SCHOOL OFFICERS FOR PROPERTY.

1. Extract from the Accounting Act (No. 1792) :

SEC. 64. The Director, chief or other designated head of a Bureau or Office of the Insular Government, or department under the municipal government of the city of Manila, the treasurer of a province, district, municipality, township, or other branch of the Government, shall be accountable for the custody, care, preservation, and proper use of all public property pertaining to his office acquired by purchase, transfer, assignment, gift, or by any other means; and each officer agent aforesaid and his sureties, in the absence of due care or diligence on his part shall be held responsible for the money value of said public property in case of loss, improper or unauthorized use, misappropriation, or unreasonable deterioration caused to said public property, whether in his actual possession or not.

SEC. 65. Whenever public property is in the possession or custody and control of an officer or agent other than the accountable officer or agent, the latter may require such officer or agent to keep such records and make such reports as he may deem necessary for his own protection and as provided by section six of this Act [No. 1792], and in the absence of due care and diligence on his part, the officer or agent having possession or custody of public property, and his sureties, shall be held responsible for the money value of such public property in case of the improper or unauthorized use, misappropriation, or unreasonable deterioration caused to said property.

SEC. 66. When public property has become unserviceable from any cause, or is no longer needed for the public service, and upon the application of the accountable officer, it shall be inspected by a district auditor, or other duly designated officer or agent of the Bureau of Audits, and if found to be valueless or unsalable, may be destroyed in the presence of the inspecting officer, and if found to be valuable, shall be sold at public auction to the highest bidder after advertisement for not less than six days by printed notice in a newspaper of general circulation in the community where such property is to be sold, or by notices posted a like period in at least four public places, where there is no newspaper published: *Provided*, That on the authority of the respective heads of Department concerned, public property may be transferred at an appraised valuation between Bureaus, municipalities or provinces: *And provided further*, That when in his discretion the public interests will be best served by such action, the Governor-

General may authorize the sale of public property at private sale, subject to such restrictions as he may impose in each case.

SEC. 67. When public funds or property are shipped from one place to another and the consignee, whether an agent of the Government or otherwise, shall accomplish the bill of lading or receipt therefor without notation thereon of a shortage in or damage to the public property covered by such bill of lading, such consignee shall be held for the full amount and value of such public property in default of competent evidence to the contrary satisfactory to the Auditor, a district auditor, or other committee appointed under the provisions of this Act: *Provided*, That evidence of the opening or tampering with any package of public property shall bind the carrier for any shortage or damage that may appear therein, and when notation is made upon the bill of lading or receipt of such evidence, the burden of proof that the shortage or damage occurred after the shipment left the carrier's possession, shall be upon such carrier.

2. The division superintendent will be responsible to the General Office of the Bureau of Education and will account to it for all of the property in his division. In like manner, the supervising teacher or the principal of a special school will be responsible to the division superintendent for the property in his charge, the subordinate teachers being responsible to the supervising teacher or principal of such special school.

II. REQUISITIONS.

3. As a rule not more than one requisition for general supplies should be made during any one quarter by each division superintendent, supervising teacher, or principal authorized to make requisitions. Where requisitions are not submitted, the division superintendent will be able to determine what supplies are needed in any district, provided his property records are up to date. In determining the amounts of property to be sent out by him, the superintendent will be governed by these records and by his knowledge of the school attendance in each district. Requisitions by division superintendents on the General Office should be submitted on Form No. XIII, revised, in triplicate.

III. SHIPMENTS.

Bills of Lading.

4. When bills of lading (General Form 9-A) are made out by a shipping officer the original copy is given to the transportation company; the duplicate is mailed to the officer to

whom the property is shipped, and the triplicate is retained by the shipper. Before the consignee signs the bills of lading, he should check the shipment, as his signature relieves the transportation company of responsibility. (See 67, Act 1792.) In case of a discrepancy, notation to that effect must be made on the original and duplicate copies of the bill of lading when being signed. Both copies of bill of lading should be signed, the original being returned to the transportation company and the duplicate sent to the office that shipped the supplies. (See instructions on back of bill of lading.)

Checking Supplies Before Signing Receipts.

5. As soon as supplies are received the cases should be opened and the packer's lists, found therein, compared with the contents. When count has been made, the supplies may be issued in the manner hereinafter described. (See paragraphs 30 and 35.) The packer's lists will be held by the division superintendent until invoice receipts covering the shipment are received.

Invoice Receipts From the General Office.

6. Supplies will be charged to the division superintendent by invoice receipts rendered in duplicate. If the packer's lists mentioned in paragraph 5 are found to be correct as to the number of articles in the shipment, and they check with the invoice receipts, the division superintendent will sign both of the invoice receipts, returning the original to the General Office and retaining the duplicate for his own files. No invoice receipt should be held in the division office for *more than thirty days* without notifying the General Office. From his retained copy, the division superintendent will make the proper entries on his property account cards (Form 100), debiting himself with the property shown on the receipt. If the invoice receipts do not check with the property received, they should not be corrected by the receiving office, but should be returned to the General Office unsigned and unchanged in any way, and accompanied by a

statement from the division superintendent setting forth the facts as to the shortage or the surplus. In such case, the required entries on the face of the property cards (Form 100) will be delayed until directions as to adjustment have been received from the General Office.

SALE OF SUPPLIES.

The Commission Authorizes Sales.

7. Under date of July 6, 1906, the Philippine Commission adopted the following resolution:

Be it resolved, That, from and after the first day of July, nineteen hundred and six, the Director of Education be, and he is hereby, authorized to sell to public-school students, through such employees of the Bureau as he may designate as agents, schoolbooks and supplies at such prices as may be fixed by the Director of Education and approved by the Secretary of Public Instruction, the money received from such sales to be covered into the Insular Treasury to the credit of the appropriation for the purchase of schoolbooks and supplies for the Bureau of Education and to be hereafter available for the purchase of additional books and supplies as they may become necessary.

Under this authority the following regulations relative to the sale of supplies are made and published herein for the guidance of superintendents and teachers:

Superintendents and Authorized Teachers May Sell Supplies.

8. Division superintendents are hereby authorized to sell to pupils of the public schools, books and supplies furnished by the Bureau of Education at the prices listed in the regular Bureau of Education Price List of School Books and General Supplies. (See pp. 211-230.) Supervising teachers and principals may be designated by division superintendents to act as their agents in the sale of schoolbooks and supplies. Under this arrangement, division superintendents will assume all responsibility for the correctness of accounts. Monthly report must be made covering sales of supplies. (See par. 16.)

9. If purchases are made by mail, the purchaser must pay the necessary postage in addition to the regular price of the article bought.

10. All prices must be taken from the Bureau of Education Price List of School Books and General Supplies. In case of supplies "lost and paid for" (see par. 18), where the price does not appear in the published list, the superintendent shall add 10 per cent to the cost price shown on the invoice receipts on which the articles were charged unless the division superintendent has special authority for sales at reduced prices.

Stamping and Numbering Books Sold.

11. Every book sold under this authority must have stamped or written on the inside of the front cover the following:

Sold to

Sold by

Date

Official Receipts.

12. Official receipts (General Form 13-A) will, as heretofore, be furnished each division office upon requisition. This form is the only form of receipt, covering sales, authorized by the Government. Each official receipt covering books sold or lost should be a complete record of the transaction, showing, besides the name and address of the purchaser, the title and price of each book purchased.

13. Receipts for the sale of other supplies will specify the name and address of the purchaser, the name of article, unit price, quantity, and total price.

14. Division superintendents will be required to account for each numbered receipt blank (Form 13-A) in accordance with the printed instructions on the cover of each book of receipts. In case a mistake in filling the receipt prevents its use, the word "canceled" should be written across the face of the three forms, original, duplicate, and triplicate, and the canceled original and duplicate should be forwarded with the regular report of sales. (See par. 16.) The triplicate will be retained in the division office.

Invoice of Funds From Book Sales.

15. Money received by division superintendents for school property sold or lost will be invoiced monthly on General Form 28-A in duplicate direct to the Insular Treasurer, Manila. If it be more convenient, the cash can be exchanged with the provincial treasurer for a check drawn in favor of the division superintendent, indorsed, with date, by the latter to the Insular Treasurer, Manila, when the funds are invoiced. Money collected from sales must be invoiced to the Treasurer and reported on the account current (General Form 28-A) for the month in which the sales were made, and no balance due the Government should be carried.

Accounting for Proceeds of Book Sales.

16. Monthly statements must be rendered by the division superintendent to the Insular Auditor through the General Office on General Form 28-A (account current) in duplicate, with one copy of General Form 12-A (abstract of receipts), and General Form 13-A (the duplicate official receipts). The General Form 28-A must be accompanied by Bureau of Education Form 103 in duplicate, signed by the division property clerk and approved by the division superintendent. The items appearing on the above-mentioned report should be arranged alphabetically under the subheadings of "Books" and "Supplies."

NOTE A.—General Form 28-A is a form combining both invoice of funds and account current. Five (5) complete copies must be executed by the division superintendent, two (2) of which are to accompany the funds direct to the Insular Treasurer (see par. 15), two (2) copies to be forwarded to the General Office (see par. 16), and one (1) copy to be retained in the division office.

NOTE B.—Form 103 must be executed in triplicate, two copies to be forwarded to the General Office and one copy to be retained in the division office.

17. The triplicate copy of the Form 103 will serve as a voucher for the credit entry on the Division Superintendent's Form 100.

18. Sales made by teachers must be reported monthly to the division superintendent by letter, accompanied by the

money covering the sales, and the required data for the official receipt. (Pars. 12 and 13.) (*Money derived from such sales must under no circumstances be combined with personal funds but must be kept entirely separate.*) The division superintendent will then issue receipt for this property on division Form No. 101 (his own form) in favor of the teacher concerned, in the same manner as if the property involved had actually been returned to the superintendent. (Par. 29.) The original of Form No. 13-A covering the sale will then be sent to the teacher who will take credit on the face of his cards, (Forms 100). Books and supplies lost, for which cash payment is made direct to the division superintendent, will be treated in the same manner as if sold, notation being made on General Form 13-A "Lost and paid for."

Keeping the Property Accounts.

19. *Opening entries.*—(a) The balances from the last year's cards (Form 100) will be used as the opening entries on the division superintendent's cards for the new school year. These entries must agree with the cards in the General Office, Manila. An inventory of property, as per accounts in the General Office, will be furnished each division in January, or upon request in case of a contemplated change of superintendent.

(b) Division superintendents will hereafter furnish each teacher directly responsible to them for property, with a statement of all books and supplies charged to the teacher's account. This statement should be rendered between October 1 and December 31 of each year. It should be accompanied by a letter directing the teacher to check the statement and adjust all discrepancies, either overages or shortages, with the division superintendent.

(c) At the close of each school year, the last week in March or the first week in April, the division superintendent will check the property account of each teacher, directly responsible to him, furnish the teacher with a statement giving the result of the check and make all necessary adjustments immediately. This applies to all teachers whether

or not they retain possession of the property during the long - vacation.

Keeping the Property Accounts in the Office of the Supervising Teacher or Principal.

20. The face of the property account card (Form 100) will show the amount of property for which the teacher keeping the form is accountable. The reverse side or back will show the distribution of the property. A set of these cards is designed to last one year. All entries on Form 100 will be made from Form 101.

21. The record on the property account cards of the supervising teacher or principal is commenced at the beginning of the school year, by entering on the faces of the cards all the property, whether it is found to be on hand or not, that is shown on the inventory furnished the supervising teacher or principal by the division superintendent. This entry should be accompanied by the property voucher number; namely, the serial number of the property voucher accompanying the inventory. By the act of making this entry on his cards to include shortages, the teacher will not be held to assume responsibility for such shortages. (For the procedure in case of shortages, see pars. 34 to 38, inclusive.)

22. In recording property received from a higher office or on hand, the name of each article will be written on the line provided for it at the head of the card. This name should be strictly adhered to in all transactions. The date and number of voucher will be entered in the proper column and the amount received, or on hand, entered in the debit column. Vouchers covering property shipped out of a supervising district or special school, or dropped are entered in the credit column.

23. The back of each card indicates the distribution of the property shown on the face of the card, and is used by the higher officer for recording the property in the hands of subordinate officers. The name of the school, appears in the left-hand column, and opposite the name is shown the

quantity with which the teacher is charged. The "V" signifies "voucher" and indicates the line upon which are placed the serial numbers of the different property vouchers covering transactions with the school or teacher. The "Q" indicates the line upon which will appear the "quantities" or amounts appearing on each property voucher (Form 101), debiting or crediting the school. All entries on this line should appear directly below the serial voucher number pertaining to the transaction.

24. Entries (after the first) showing issues to a school or teacher will be preceded by a plus sign (+) and entries showing supplies returned or dropped will be preceded by a minus sign (—). After each transaction a total must be struck. The first line on this card illustrates the manner of making the entries.

25. Records properly kept on the property account cards will show at any time just what property has been received by the supervising teacher, how and in what quantities supplies have been issued by him, what supplies have been returned or dropped, and the amount of each article on hand. This form must be kept with absolute accuracy.

26. At the end of the school year the supervising teacher will forward his full set of property account cards (Form 100) showing all property transactions in his district for that school year, together with all the papers pertaining to property (vouchers and inventory) to the division superintendent. The account for each new school year will be opened on a new set of property account cards (Form 100).

ADJUSTMENT OF CHANGES IN PROPERTY RESPONSIBILITY.

The Use of Form 101.

27. Form 101 will be used as a receipt and voucher in every case of transfer of property. It should also be used for certificates of property consumed, and, when supported by affidavits approved by the Governor-General, to cover property lost. Separate Form 101 must be rendered to cover each kind of transaction.

Issues.

28. All supplies will be issued by the division superintendent and by the supervising teacher on the property voucher (Form 101). This form is in triplicate, bound in the shape of a book, and should be serially numbered in the office of the superintendent. After making the necessary entries on this form, the original and duplicate should be torn out and sent to the teacher receiving the supplies listed on them and the proper entry (see par. 22) made on Form 100 from the stub. The teacher after checking the supplies received with this list, will sign both copies, if correct, return the original to the issuing officer, and retain the duplicate for his own record. The original will be filed by the issuing officer.

Property Returned.

29. When property is returned to the division superintendent the teacher returning the same will send with the shipment a letter listing all the property so returned, care being exercised to list the property correctly. The division superintendent will check the shipment against this letter, and if found correct, he will issue on his Form 101 a receipt in favor of the teacher concerned, using the following formula: "I certify that the following property has been returned by (name) (district) to the division superintendent." The original of this voucher will be sent to the teacher and the duplicate will remain with the division superintendent's records. Proper entries covering this transaction will be made on Form 100 both by the teacher and by the division superintendent. Property returned to the supervising teacher by a subordinate will be receipted for on Form 101 by the supervising teacher, the original copy being given to the teacher returning the property and the proper entry made on Form 100. (Par. 20.)

30. A transfer of a quantity of supplies from one supervising district or special school to another will appear (on paper) as if supplies had been returned to the division superintendent and reissued by him to another district or school. The teacher transferring the supplies will make up

a provisional receipt on any ordinary paper and will send the same in triplicate to the transferee for signature, who upon signing same will retain the triplicate and return the original and duplicate to the transferrer. The transferrer will then forward the duplicate of this provisional receipt to the division superintendent, who will then issue receipt for this property on his Form 101 in favor of the transferer in the same manner as if the property had actually been returned to the office of the division superintendent, noting on said receipt the following words: "Direct transfer from (district) to (district)." At the same time the division superintendent will make out a receipt on his Form 101 against the transferee for the same property and will send the original and duplicate to him for signature, noting on said receipt the following words: "Received by direct transfer from (district)."

31. If a supervising teacher lends supplies to another district on memorandum receipt, he will do so at his own risk, as the division superintendent may disallow it when the teacher's account is being settled. The transfer of supplies from one district or special school to another must have the previous approval of the division superintendent.

32. As indicated above, the division superintendent will ordinarily issue supplies to teachers and principals only. He is at liberty, however, in his discretion, to lend books to other teachers or temporarily to other Government officers on memorandum receipt, using therefor property voucher (Form 101). This memorandum receipt will be entered on the back of the superintendent's account cards opposite the name of the person to whom the book is loaned. The division superintendent will receipt for property returned to him on Form 101, retaining the duplicate and returning the signed original to the person returning the property. Proper entries covering this transaction will be made on Form 100 by the division superintendent.

Property Returned to the General Office.

33. When property is returned by the division superintendent to the General Office, Government bill of lading is made out in prescribed manner and the duplicate forwarded

to the General Office together with a Form 101 in duplicate, listing the supplies returned under the same names as carried on the division superintendent's account. This Form 101 will serve as a memorandum from which the General Office will make out Invoice Receipts crediting the division. These Invoice Receipts will serve as the superintendent's authority for dropping those supplies.

Inventories and Property Transfers Upon Changes of Station.

34. *The departing teacher.*—When a supervising teacher or principal makes transfer of his property responsibility by reason of change of station, separation from the service, or for vacation, he will turn over all school property, including all *live receipts for property issued*, to an officer of the Government to be designated by the division superintendent, securing itemized receipts in quadruplicate—one copy for himself, one copy for the person receiving the property, and the other two for the higher office to which the official making a transfer is directly responsible. Such higher office will check the property shown on this receipt with the property charged against the said official, and a statement of clearance or of the amount of his shortage will be given him. In the case of supervising teachers, property in the hands of their immediate subordinates shall be clearly indicated on this receipt together with the names of such subordinates and the amount of property for which each is responsible.

35. Where, for any reason, a supervising teacher is obliged to turn over his property without waiting for directions from his division superintendent as to who should take over the same, he shall leave his property in the hands of one of the following officers, named in the order of preference, securing the usual receipt therefor: An American teacher, an Insular Filipino Teacher, a municipal teacher, a municipal treasurer, or the municipal president. In case it be the municipal treasurer, or the municipal president, good and sufficient reason must be given therefor and an affidavit by the departing teacher to the effect that the property was actually checked by the receiving officer, must accompany the receipt.

36. *The incoming teacher.*—When a supervising teacher or a principal of a special school assumes a new station, he will be furnished by the division superintendent with a complete list, in duplicate, of all school property in the district or school with receipts from those who are responsible for it. This duplicate list will be accompanied by a property voucher (Form 101), also in duplicate (in order to give the transaction a distinctive number) which will read as follows: "I certify that the following property has been received by me," and below: "Property shown on inventory for supervising district of date 191 , attached hereto."

37. It should be the first duty of the new supervising teacher or principal on arrival at station to check the receipts turned over to him by the division superintendent, with the property he actually finds on hand, including that on receipts from subordinate teachers. If no shortage of property is found, the teacher will sign the property voucher (Form 101) accompanying the inventory. The original voucher and one copy of the inventory will be returned to the division superintendent, and the duplicate voucher and the other copy of the inventory will be retained by the teacher for his own record.

Shortages.

38. In case there be a shortage in the property at the station, the teacher will immediately prepare affidavits in quadruplicate, stating the circumstances and securing other affidavits from the person who is responsible for the supplies. He shall also make notation of the shortage on the copy of the inventory furnished him by the division superintendent, and on Form 101 which accompanies same, and shall forward both affidavits, the inventory and Form 101 to the division office.

Overages.

39. Should overages be found, they will be taken up by the teacher and reported to the division superintendent on Form 101 as "Found at station."

Found at Station.

40. The division superintendent will report monthly on Form 101, in duplicate, to the General Office any overages (see par. 39) as "Found at station." The General Office will use this form as a charge against his account. Neither copy of Form 101 will be returned to the division superintendent. The division superintendent will charge himself with these supplies from his triplicate copy of Form 101.

THE DROPPING OF PROPERTY.**Property Consumed or Lost.**

41. (a) Certain common school supplies, namely, blotters, chalk, crayon, ink, lead pencils, slate pencils, pens, pads, paper, and copy books when issued in reasonable quantities for class-room work, may be regarded as consumed.

(b) *Drawing books* are to be used merely as model books, and under no circumstances is any drawing work to be done in them by pupils or teachers. They are to be carefully preserved from year to year for the use of successive classes. (See Circular No. 89, s. 1909.)

(c) Division superintendents are authorized to issue *composition books* in a quantity not to exceed four per year to each teacher in the division for official work. These books are considered permanent records of the schools to which they pertain and not the personal property of the teacher. They are to be deposited with the records of the school. (See Circular No. 67, s. 1910.)

(d) No *hyloplates* are dropped from the property records of the Bureau of Education until they are rendered unserviceable. The fact of their being attached permanently to a school building is not sufficient grounds for dropping them from the teacher's property account.

(e) All publications for which the Bureau of Education subscribes are supposed to be preserved in the offices of division superintendent or supervising teachers.

42. On the 20th day of the months of *June, September, December, and March* the supervising teacher will certify to the division superintendent on Form 101, in duplicate, the supplies that have been consumed (expended) in the

schools under his jurisdiction during the previous three months, proper entry on Form 100 being made by the teacher at the time he submits the report. This report will be accompanied by the certificate required by paragraph 66. Neither copy of Form 101 will be returned to the supervising teacher, but the superintendent will notify the teacher by letter of the action taken.

43. The original copy of the supervising teacher's quarterly report of property consumed (Form 101), if approved by the division superintendent, notation to that effect being made on the face of the Form 101, will be forwarded by him to the General Office as a voucher to the abstract of property consumed (Form 102). Any expended supplies remaining on hand in any district at the close of the school year should be taken up and reported to the division superintendent on Form 101 as "Surplus from school year....." (See par. 39 for procedure.)

Shortages.

44. For shortages found by the incoming teacher see paragraph 38. In case of shortages found in shipments from division superintendent, action similar to that described in paragraph 4 should be taken, provided the shipment was made by a bill of lading. The question of adjusting should be taken up immediately with the division superintendent.

Relief From Property Lost.

45. In conformity with section 49, Act No. 1792, the *Insular Auditor requires that claims* for losses should be submitted to the General Office, through the division superintendent, within *one month* after losses occur, and they must then be forwarded to the Governor-General for his approval before relief can be granted. (As a rule the approval of the Insular Auditor is sufficient.)

Form of Request for Relief.

46. The request for relief from property destroyed, stolen, lost, or carried away without authority, must be accompanied by an affidavit. Where there has been a possibility of its being returned and efforts made to accomplish same and

a period of more than one month has elapsed from the date on which the property actually disappeared, an explanation should be included. *An affidavit should state the following facts:*

- (a) Provisions made to safeguard the property.
- (b) Manner of disappearance.
- (c) The actual date on which its absence was first noted.
- (d) Efforts put forth to recover same.
- (e) Date on which the property was given up as irrevocably lost.

Separate affidavits must be submitted to cover *consumable* and *nonconsumable property*.

Supplementary affidavits of disinterested parties must be secured whenever possible.

47. An affidavit should not be submitted without full consideration as to whether the reasons given are valid ones. The person responsible for property lost or destroyed through *lack of proper care* on his part will be held for the money value of same. If loss is due to carelessness on the part of a pupil the pupil should pay; if to carelessness on the part of the teacher in charge, that teacher should pay; if to carelessness on the part of supervising teacher in permitting the losses, the supervising teacher should pay for same; and if to carelessness on the part of the division superintendent, he should pay.

48. *Two of the most important parts of an affidavit* are the statements showing what effort was made to safeguard the property from loss, and what action has been taken to recover same.

49. Affidavits should be neatly executed in quadruplicate (see form in back of this book) a space being left after each item for the insertion of the money value by the division of property supply and audit of the General Office. No prices should be placed on these affidavits in the office of the division superintendent.

Review of Affidavits.

50. *Division superintendents* should carefully review each affidavit forwarded to the General Office to see that it is in proper form and so fully covers the circumstances of the

case that no question may be raised as to the actual loss of the property at the time and place and in the manner described. Affidavits which simply state that property has disappeared or was lost in transit from one room or building to another should never be submitted. In reviewing affidavits, the division superintendent should make sure that the names of the articles are the same as those appearing in his account with the General Office. (See par. 6.)

51. Three copies of the affidavit are to be forwarded to the division superintendent who will, in turn, transmit two copies to the General Office with his approval noted on each copy. After review in the General Office these two copies will be transmitted to the Insular Auditor for his action. Upon receipt of the *approved* affidavit from the General Office, the division superintendent will make out Form 101, giving credit to the responsible teacher. He will then take credit on his own account on his next Form 102, using the approved affidavit as a subvoucher to Form 101.

Accountability for Property on Affidavits.

52. If, when a teacher is leaving a division, executive approval has not been received by the division superintendent for dropping certain school property for which the teacher is responsible, the division superintendent should furnish the Director of Education with a certified list of the property, in order that a suspension of the correct money value of the supplies may be placed on the salary of the teacher. These supplies will remain charged against the division superintendent's account until notice is received from the General Office. In case of a deduction from the salary of a teacher for supplies lost, a copy of the special order, covering this deduction, will be furnished the division superintendent, on the face of which a statement of the procedure to be followed is given.

Special Orders.

53. Special orders from the General Office authorizing deductions from salaries of teachers or others to cover payment for property lost for which the responsible party has not made direct payment to the division superintendent

in the regular way (see par. 18) shall be treated by the division superintendent as authority to drop the property on the special order as a voucher. No further report as to this credit is required by the General Office. (See instructions on special order.) Upon receipt of the special order by the superintendent he will make out Form 101, crediting the supervising teacher or teacher with the property paid for, forwarding the original of the Form 101, with a copy of the Special order, to the teacher.

The Condemnation of Supplies.

54. Consumable property—that is, books and supplies marked with an asterisk (*)—in the Bureau of Education Price List of School Books and General Supplies—in the hands of teachers, when rendered unfit for use, may be condemned and destroyed by the division superintendent, and upon his certificate on the face of the Form 101 of the teacher as follows:

I certify that I have personally witnessed the destruction of this unserviceable consumable property.

(Signed)

Division Superintendent.

the General Office will relieve him of responsibility for it. This statement must be upon Form 101 from the teacher's property voucher book, signed by the supervising teacher or the person responsible for the property.

55. At the time of destroying supplies, the division superintendent will take up the original and duplicate copies of Form 101, and give the supervising teacher credit for same. The teacher will take credit on his cards. Any valuable pages of books to be destroyed may be torn out prior to destruction and given to pupils.

56. Unserviceable supplies of whatever nature in the direct custody of the division superintendent may be condemned only by the action of an agent of the Bureau of Audits, with the exception of consumable office supplies expended by the division superintendent.

57. When nonconsumable supplies are rendered unfit for further use, the division superintendent will collect them at

a point convenient for inspection, preferably the division office, make a list in quadruplicate on General Form 17-A and request the action of the district auditor. By his letter of March 31, 1910 to the Director of Education, the Insular Auditor authorized the division superintendent to make *direct* requests upon District Auditors and other duly designated agents of the Bureau of Audits to take action upon unserviceable school property without previous approval of the General Office. (See Bureau of Education Circular No. 56, s. 1910.)

58. Supplies collected from teachers in accordance with the preceding paragraph will be treated on paper as "property returned" to the division office. (See par. 29.)

59. After the district auditor has disposed of the unserviceable supplies collected, and the papers relating to the inspection thereof have been sent through regular channels, approved, and returned to the division superintendent, he may take credit for the same on his next Form 102.

Abstract of Property Consumed (Form 102).

60. This report, which must be rendered quarterly by the division superintendent, should include reports as follows, each of which must bear the approval of the superintendent on its face:

(1) Supervising teacher's report (Form 101) of common school supplies consumed the previous three months.

(2) Supervising teacher's report (Form 101) showing consumable supplies rendered unfit for use which have been condemned and destroyed by the division superintendent. (See par. 54.)

(3) Superintendent's Form 101 for supplies lost, stolen, or destroyed covered by affidavits, only after said affidavits have been passed upon and approved by the Governor-General and Insular Auditor.

(4) Superintendent's Form 101 covering office supplies and stationery consumed in his office during the said quarter.

(5) Superintendent's Form 101 for inventory and inspection report (Form 17-A) showing nonexpendable prop-

erty destroyed, as per certificate of inspector, *only after said report has been approved by the Auditor at Manila.*

(6) All other reports included on Form 102 must show special authority from the General Office for such action. No money values should be placed on this report by the division superintendent as this will be done in the General Office.

61. The Form 102 will be accompanied by a property voucher (Form 101) to give the transaction a serial number which will read as follows:

I certify that the following property has been consumed (and lost) in the division of quarter ending 191.....

As per abstract (Form 102) attached.

And on space provided for it on the brief of abstract (Form 102) will be entered, for the purpose of identification, the serial number of such property voucher (Form 101).

62. The certificate required by paragraph No. 66 must also accompany the Form 102. Upon receipt of approval by letter or postal from the General Office, the superintendent may take credit on his cards. The Form 102 must be accompanied by the *originals only* of Form 101 and the above-mentioned special vouchers.

63. If the division superintendent will check the items on his Form 102 and all other reports with his cards showing accountability to the Director of Education, before forwarding, all possibility of error in title and amounts will be avoided and no over credits allowed to creep in. Care must be exercised to use the same names and units of measurement as are given on the invoice receipts from the General Office.

64. The Director of Education may *suspend payment* of salary to division superintendent or teacher for neglect to render reports promptly.

ERRORS IN ACCOUNTS.

65. Very frequently shortages and overages in property accounts, especially among new teachers, are caused by not sufficiently emphasizing the responsibility attached to the care of property. No feeling of haste or desire to get school

work moving should influence an official to make issues with the intention of making the proper record to cover the transaction at a more favorable moment. Entries should be made *when property is issued or returned*. They should never be *deferred from any feeling of lack of time*, nor be dispensed with because the supplies are for temporary use and are to be returned in a day or two.

66. At least as often as once in three months *teachers* responsible for property should *verify* their *records* by checking the balances shown on their account cards with the property in the storeroom. The teacher must forward to the division superintendent with his quarterly report of property consumed the following certificate, which will be retained permanently in the office of the division superintendent:

I certify that within ten days preceding the date of this report I have checked the property in my storeroom as required by paragraph 66 of the Service Manual, and that all property for which I am responsible within the meaning of said Service Manual, and which is not herein reported as consumed or lost, is in my storeroom or is covered by valid receipts.

REGISTRATION AND CARE OF SCHOOL SUPPLIES.

67. Before books are distributed each should be carefully stamped on the inside cover page and on page 33 with the following form:

Book No.

Property of the Bureau of Education. In the division of.....

District of

These books will be numbered, either in the division office or by the supervising teacher, as the superintendent may direct. All books of the same kind should be numbered serially for each supervising district or special school or for the entire division. This numbering of books is not for the records of either the division superintendent or the supervising teacher, however, but for the class-room teacher in entering his records of issues on pupil's receipt slip (Form 106) and Record Form 1 (school register).

68. The supervising teacher will see that no book goes into the hands of any pupil until the book is numbered and the

form noted in paragraph 67 stamped or written on the inside of the front cover and on page 33. The clerical work involved may be accomplished with the assistance of the subordinate teachers of the district.

Supplies in Stock.

69. Supplies in the storeroom should be kept neatly stacked, and should be frequently looked over to see that they continue free from ravages of ants, cockroaches, or other vermin.

Issues to Pupil.

70. Each pupil to whom books are issued by a classroom teacher must receipt for them on the pupil's receipt slip (Form 106) a form for which accompanies this circular. An index of such issues may be kept in the column of "Remarks" in Record Form I (public-school register) opposite the numbers of the books he has been issued. Upon return of the books, the slip should be given to the pupil and the proper entry made in Form I to indicate that the pupil's responsibility has ceased.

71. Blotters, rulers, lead pencils, pens, penholders, ink, slates, and slate pencils should not be issued by the classroom teacher but should be distributed when needed and carefully collected and counted when the class is through with them. There must be no variation from this rule, except with the approval of the division superintendent.

Covering and Care of Books.

72. When a book is issued to a pupil, he must be required to put a paper, cloth, or woven cover on it at once. Pupils should be required to keep their books clean and free from writing of any sort. No objection is made, however, to a pupil writing his name on the inside of the front cover. The teacher should see that old books are cleaned as completely as possible by the pupils to whom they are issued. He should also see that books are not misused, and any books not properly covered and cared for should be taken up. Supervising teachers will see that class-room teachers

enforce these rules, and division superintendents in visiting class-rooms will give their constant personal attention to the preservation of school property.

Safeguarding Supplies and Texts.

73. It is the duty of the supervising teacher, under the direction and advice of the division superintendent, to guard with the utmost care against the theft or loss of supplies and texts. If they can not be made secure in the school buildings they must be stored elsewhere. Provision should be made for the construction of strong bookcases at municipal expense, and all property not actually in use should be kept locked up. (The action of the General Office in cases of loss of property not properly safeguarded is discussed in paragraph 47 under the heading "Losses.") In case the above regulations have not been strictly followed, no request for relief from loss of supplies or texts will receive the approval of the General Office.

THE CARE OF SCHOOL RECORDS AND OFFICIAL PAPERS.

Official Papers and Records are Government Property.

74. All official correspondence, official circulars, and property records and accounts are the property of the Government, and are subject to inspection by the proper officials. They should be filed in an orderly manner, convenient for ready reference.

Filing Property Records.

75. *Property vouchers.*—Each supervising teacher will be furnished a supply of property vouchers, envelopes (Form 105) marked as follows:

District of
School

There should be as many of these envelopes as there are schools or teachers to whom property has been issued, and one additional envelope for filing vouchers from the division superintendent or to him. Originals and duplicates of Form 101 should be filed in the envelope of the school to which they relate, by the officer whose property they become.

76. *Accounts cards*.—The property account cards (Form 100) should be arranged alphabetically under two subdivisions "Books" and "Supplies" in a filing case or receptacle suitable for their preservation and convenient for reference.

77. It is the duty of the division superintendent to see that the directions of the General Office are complied with absolutely by every subordinate responsible for property, and it is within his discretion to require any additional reports to be made, or records to be kept which may, in his judgment, be necessary for the proper accounting for property or for his own protection; and it shall be his duty to check, at least once a year, the property in his division and the records pertaining thereto with the records of his own office, and with the requirements of this circular, to determine the degree of efficiency and accuracy with which the supervising teacher handles property matters. The result of this check will be preserved in the permanent files of the division office in typewritten form.

EXPENSE OF TRANSPORTATION OF SCHOOL SUPPLIES.

78. The Insular Auditor has approved the following apportionment of property transportation charges to be hereafter followed in the General Office in auditing transportation accounts.

(1) Transportation from Manila to office of a division superintendent, Insular expense.

(2) Transportation from Manila to any municipality, Insular expense.

(3) Transportation from one division superintendent's office to another's, Insular expense.

(4) Transportation from a municipality to any division superintendent's office, Insular expense.

(5) Transportation from any provincial point to Manila, Insular expense.

(6) Transportation from a division superintendent's office to any municipality within his province, except such transportation as is incurred from his office to place of delivery for shipment by rail or water, municipal expense.

(7) Transportation from one municipality to another within a province, municipal expense.

(8) Transportation from division superintendent's office to provincial high school, provincial expense.

(9) Transportation from a division superintendent's office to place of distribution to various towns of delivery for shipment to a municipality by rail or water, Insular expense.

The Auditor has advised all district auditors to be guided by the above in the review of provincial and municipal accounts.

FORMS USED IN PROPERTY ACCOUNTING.

1. Government bill of lading (General Form 9-A). (See par. 4.)

2. Invoice receipts, Bureau of Education (Form 107). (See par. 6.)

3. Inventory of property, Bureau of Education, Form 108. (See pars. 19 and 34.)

4. Property account card (Form 100). (See pars. 19 and 20.)

5. Property voucher (Form 101). (See par. 28.)

6. Property voucher envelope for filing Form 101. (See par. 75.)

7. Pupils' receipt slip, Bureau of Education Form 106. (See par. 70.)

8. Affidavits. (See par. 46.)

9. Inventory and inspection report covering property to be inspected by an agent of the Bureau of Audits. (General Form 17-A.) (See pars. 56 and 57.)

10. Quarterly report (abstract of supplies consumed, Form 102). (See par. 60.)

11. Monthly list of sale, Bureau of Education Form 103. (See par. 16.)

12. Official receipt (General Form 13-A). (See pars. 12 to 14, inclusive.)

13. Abstract of receipts (General Form 12-A). (See par. 16.)

14. Account current and invoice of funds (General Form 28-A). (See pars. 15 and 16.)

THE COÖPERATION OF EMPLOYEES.

79. By carefully following the instructions contained in this circular, the keeping of property accounts may be accomplished with the minimum of labor.

Full coöperation by teachers and school officials will prove beneficial to all concerned.

CONSTRUCTION AND MAINTENANCE OF SCHOOL- HOUSES AND CARE OF SCHOOL GROUNDS.

Various Acts of the Commission made provisions for schoolhouse construction, as regards intermediate, secondary and trade schools, but the Bureau of Education did not find itself in a position to expand in this respect so as to include primary schools in the outlying barrios until Act No. 1801 was passed, appropriating one million pesos for this purpose. Another bill, Act No. 2029, appropriating an additional million pesos for schoolhouse construction has recently passed the legislature, effective January 1st, 1912. The new Act makes the sum of ₱250,000 available each year for a period of four years, and contains provisions for a maximum allotment of ₱5,000 for a single project.

Provisions for schoolhouse construction in Non-Christian provinces are made in Acts of the Philippine Commission making appropriations for such construction. Acts No. 1961 and No. 1994 carried appropriations to the amount of ₱94,000 for this purpose. A small portion of this money has been allotted to special projects in the acts appropriating the money but by far the greater portion of the funds appropriated are allotted at the discretion of the Secretary of Public Instruction.

For a list of the Insular appropriations for schoolhouse construction since the American occupation, see Appendix II. These appropriations have been augmented in all Christian provinces by local appropriations, often in excess of the Insular funds allotted.

There is every indication that additional funds will be provided to carry on this construction and that every school will eventually be housed in a roomy, hygienic, and permanent school building of a style of architecture well adapted to tropical conditions.

Temporary School Buildings.

For many years to come a large number of schools will necessarily have to be housed in temporary quarters because of lack of funds with which to construct permanent buildings. Such quarters should, however, be in a condition of repair so that the prestige of the Bureau of Education may not suffer. This important feature is too often neglected. A desire on the part of the local officials to open new schools and increase the attendance is praiseworthy but should be held in check until proper facilities are provided.

In many cases schools are kept in mere sheds with dirt floors, sometimes in ermitas which are still used for religious purposes, often in houses occupied by private families, and in other buildings entirely unsuitable for school purposes. The general office can not approve the permanent continuance of school in such unsatisfactory buildings. The poorest school building that should be occupied is one made entirely of light materials having four walls, a tight roof, a firm floor of bamboo or other light materials with sufficient floor space to accommodate the number of pupils in attendance, and which permits sufficient light and air to enter. Buildings with dirt floors should not continue to be occupied, those with cement floors in which the cement has begun to pulverize are even more objectionable, ermitas used for religious and school purposes also are undesirable; there is no objection to the use of private houses which are not occupied, but private houses which are occupied by families should not be used for school purposes. Generally speaking, the use of municipal buildings which are also occupied for offices or quarters for the police should not be encouraged.

It is believed that in view of the precarious state of municipal finances, in most of the towns in the Philippines, the burden of furnishing temporary houses for school purposes should fall on the people of the barrios. They will be able in most cases to construct such buildings of light materials with little inconvenience to themselves. Wherever possible, the use of harigues of good material should be en-

couraged so that the building, with necessary repairs from time to time, will last a period of years or until it can be replaced by a permanent structure.

Steps should be taken as soon as practicable to remedy the situation in barrios that already have schools which are not suitably housed. Barrios applying for the establishment of new schools should be compelled to provide suitable schoolhouses before a teacher and supplies are furnished. Whenever it is felt that the payment of rent is absolutely necessary a formal contract should be secured from the owner of the rented property.

A Permanent Type of Building Needed.

Experience in schoolhouse construction has compelled the Bureau of Education to adopt a definite policy as regards permanency. The buildings of a semi-permanent type which have been authorized in the past have failed to meet the needs of the schools and the funds used in their construction were to a great extent wasted for the reason that this type of construction is not of a class to resist the ravages of insects or withstand the storms of a tropical country. The cost of this kind of construction is very great, and towns which use all available funds in the construction of buildings of this character have the work to do over again in a short time. The Bureau takes the stand that, if buildings of a permanent character can not be constructed at once, construction should be delayed until such time as sufficient funds are available for buildings that will meet necessary requirements.

The materials required are reënforced concrete and the better class of construction timber. A combination of both best meets the purpose. The concrete is absolutely proof against destructive insects, and combined with superior construction timber for the woodwork, the result is a building of sufficient strength and durability to fully meet requirements. Inferior timber should not be used except under conditions where it may be replaced at small cost without affecting the general construction.

Standard Building Plans.

In order to systematize schoolhouse construction in the various parts of the Archipelago, a set of standard plans has been adopted, providing for buildings of various sizes and suitable to conditions in the tropics. These plans are framed on the "unit system" of construction, allowing for such additions as will meet the needs of a growing school system.

Buildings constructed under Plans No. 1 and No. 2 contain one and two rooms respectively, and are suitable for outlying barrios. These buildings are complete and do not admit of additions being built to them. They should not be erected in places where the number of pupils likely to attend the public schools can not be accommodated in the space provided. Plan No. 3 provides a suitable building for a central barrio in a town where the average school attendance is not large. This is the smallest building that should be authorized for construction in a central barrio. Plan No. 6 is a desirable building for a central barrio where the average attendance will exceed 200 pupils. This building has all the advantages of Plan No. 3, with the additional advantage of having an assembly room. It may be enlarged almost indefinitely without seriously affecting the light in the various rooms. Two-thirds of Plan No. 6 is recommended for places that will eventually need a larger building but have not sufficient funds to construct Plan No. 6 immediately. Plan No. 7 is similar to Plan No. 6 in general construction but provides for a storeroom and office. Plan No. 10 is still larger and provides for the construction of a building suitable for an intermediate school or a central school in a large growing town. This series of buildings culminates with Plan No. 15 which is Plan No. 10 with additions and is large enough to meet the needs of primary schools in large provincial capitals. When completed it forms a quadrangle containing 20 class rooms. It may be undertaken as a smaller project and completed as funds permit. This building offers the best possible solution to the problem of schoolhouse construction for primary schools in these large towns. Plans No. 4, No. 5, No. 9 and No. 11 have been abandoned for the reason that the purposes of

the bureau are better served with buildings constructed under other plans. Trade and Manual Training Schools should be constructed according to Plans No. 8 and No. 12.

Provincial high school buildings have all been constructed in accordance with plans and specifications prepared by the Consulting Architect. A special plan was prepared for each building. All special construction work carried on by the Bureau of Education receives similar attention. Such a procedure necessarily means a higher cost of construction for the reason that it is special and requires a re-adjustment of the building forces in each case.

Cost of Construction.

There are several factors which enter into the cost of construction of this series of buildings, such as, transportation facilities, local supply of timber and labor, proximity to sand and gravel for concrete construction and for these reasons, the cost of construction varies greatly in different parts of the islands and the exact amount of money needed for the completion of a project can not be determined unless local conditions are taken into consideration. An estimate should be prepared by the District Engineer before the construction papers are submitted.

An idea may be obtained of the cost of construction by consulting the following estimates, which have been submitted by representatives of the Bureau of Public Works in different parts of the Islands:

Plan.	Cost of construction.
No. 1	₱ 2,100 to ₱ 2,700
No. 2	4,200 to 5,300
No. 3	6,000 to 7,000
No. 6	12,000 to 13,000
No. 7	12,000 to 15,000
No. 10	17,000 to 22,000

School Sites.

The following information should be submitted in respect to school sites selected for the construction of buildings for which Insular aid is requested:

1. A statement specifying the size and shape of the proposed site, preferably a Bureau of Lands' description of survey.

2. Location of the proposed building indicated upon a blueprint copy of the plan of survey. This blueprint is forwarded at all times to the municipality by the Bureau of Lands and may be attached to application for Insular aid.

3. A statement of the topographical features of the proposed site with respect to surface and drainage.

4. Description of soil with special reference to its suitability for general school purposes.

5. Statement showing proximity of the school site to the sea and to the public market or to other institutions that may in any way be detrimental to the future welfare of the school.

The Bureau of Education desires to secure sites of at least 10,000 square meters for central schools and 5,000 square meters for barrio schools which receive Insular aid except where conditions are most unusual.

The school site must be large enough to provide for the buildings, for ample playgrounds, for baseball and other sports, and for school gardening.

While utility is the chief consideration in the construction of school buildings and the laying out of school grounds, we should not lose sight of the desirability of so placing buildings that they will be pleasing to the sight and will add to the general appearance of the town. No schoolhouse can be properly displayed on a site which is small and cramped. The attendance in our schools will doubtless continue to increase and additional buildings may have to be erected and it is well now to keep in mind the necessity of providing enough land for future needs.

Schoolhouses in the past were almost invariably placed near the public plaza and often the lots were barely sufficient to hold the buildings. These answered fairly well when the courses of study did not call for gardening, athletics, and industrial work, but they are entirely insufficient now. It is still, however, very generally believed that no site is a desirable one which does not adjoin the plaza. Many believe that the plaza can be used as a garden or playground and thus supply the deficiencies of the site. It is only a question of time until the plazas will be denied the schools for gardening purposes and as soon as the question of improving and beautifying the plazas is taken up seriously they will probably not be available for baseball and other sports. It

is the part of wisdom then to secure adequate sites even if at some distance from the plaza.

Land will perhaps never be cheaper than it is at the present time and it is necessary to provide suitable sites now before the price of land increases to a higher figure. It happens, in many cases, that as soon as a new school building is constructed, other houses spring up in the vicinity, sometimes in order that the children may attend school more conveniently, and in other cases because a modern up-to-date school building makes the adjoining lots more desirable for building purposes. As soon as buildings are constructed about the schoolhouse it makes it impossible to secure an extension of the school site except by the payment of exorbitant prices.

It is therefore necessary to provide ample sites while land is cheap for the following reasons:

1. To properly display the building.
2. To provide space for buildings to be built in the future for industrial purposes, or to provide for future increased attendance.
3. To provide space for gardening.
4. To provide ground for baseball and other sports.
5. To minimize fire loss by not constructing other buildings near the schoolhouses.
6. To enable the building to be placed at a distance from other houses thus allowing a freer circulation of air, the maintenance of sanitary conditions about the school and freedom from noises that disturb school work.

The selection of school sites will hereafter receive very close attention and wherever possible the site will be inspected before an allotment from Insular funds is made.

Title to School Site.

Insular funds can not be allotted until unquestionable ownership has been established by the municipality for the site proposed for the building. However, the law permits that allotment of Insular funds may be made providing the application for registration of the site has been presented to and accepted by the Court of Land Registration.

The opinion of the provincial fiscal regarding the ownership of the land in question should accompany the request for aid in every case.

The Basis of Allotment of Insular Funds.

Under the provisions of Act No. 1801 it becomes necessary for the municipalities to show their interest in the up-building of the school by providing a suitable site and at least one third of the funds necessary for the completion of the project. These municipal donations form the basis upon which Insular allotment is granted. Donations of labor and materials are not desirable for the reason that, in estimating the part of the expense which a municipality is by law required to bear, the money value of such donations is difficult to determine. This kind of construction requires trained laborers and often the labor offered is of a class that can not be used to advantage. A donation of labor can not be accepted without a resolution by the municipal council, approved by the provincial treasurer, guaranteeing to the credit of the building project sufficient funds to meet the payment of the money value of the labor promised. In estimating the value of this labor, the current wage per day in the locality as certified by the district engineer, shall obtain. The fact that so many conditions must necessarily be imposed in regard to contributions of labor, makes such contributions very questionable from the standpoint of economy. Labor as a basis of allotment should not be encouraged.

There is still in existence in various parts of the Islands the walls of old stone buildings of the Spanish type. These have been turned over in some cases to the schools and appraised for the purpose of using their valuation as a basis for requesting insular allotment. Such a procedure should not be encouraged. The Bureau of Education does not care to perpetuate a type of building of medieval style of architecture and the reconstruction of these massive walls so as to fit them for school purposes often costs more than the construction of an entirely new building of the same dimensions.

Practically the only basis for allotment satisfactory in

every respect is money which has been deposited with the provincial treasurer as a fund to be expended upon the project for which aid is being solicited. This may represent voluntary contributions from the people of the town or money voted for the purpose by the municipal council from general or school funds. In the case of voluntary contributions, great care should be taken that executive authority has been granted for soliciting such contributions before the money is collected. Failure to do this will invariably result in embarrassing complications.

It is hardly necessary to state that progress in school-house construction depends primarily upon the management of municipal finances. The town that spends all its available funds for current expenses will do nothing in the way of permanent construction except as funds are secured from voluntary contributions. These are usually inadequate and the result is that no provisions can be made for properly housing the schools. Steps should be taken in all towns to so administer the funds that a minimum of 20 per cent of the revenues may be set aside every year for permanent improvements.

Procedure in Securing Allotment.

The following instructions are compiled regulations governing applications for Insular aid in the construction of schoolhouses under the provisions of Act No. 1801 (the Gabaldon Bill), as amended by Act No. 1914 as further amended by Act No. 1974.

A. Act of municipal council:

For the purpose of school construction former municipalities and the "poblaciones" of present municipalities are considered as "barrios" within the meaning of the law.

Each application for Insular building aid must be presented in the form of a resolution of the municipal council. This resolution will embody the following information:

1. Statement specifying the particular standard schoolhouse plan selected for the proposed building.
2. Statement of funds, materials, or labor, to be contributed locally as a basis for allotment of Insular aid by the Secretary of Public Instruction.

3. Request for the donation of funds under the provisions of Act No. 1801, as amended.
 4. Guarantee of a daily attendance of at least forty pupils.
- The resolution must be accompanied in every case by the following papers:

1. Documents showing that the site of the proposed building has been registered in the Court of Land Registration, or that application for such registration has been made. In event that registration of the school site has not been completed the papers must be accompanied by an opinion of the provincial fiscal attesting the validity of the claim of some branch of the government to legal possession of the land in question.
2. Certificates of the division superintendent and supervising teacher certifying to a daily attendance in the proposed school of not less than forty pupils.
3. Certificate of the provincial treasurer that the local funds appropriated have been transferred to the provincial treasurer as a special fund for this building project.

NOTE.—Under the provisions of Act No. 1974 buildings may now be erected on land belonging to the municipal, provincial, or Insular Government, or on such land as may be donated for that purpose, or upon public lands expressly reserved for such end by the Governor-General.

B. Local contributions.

1. Proffers of materials to be donated locally must be supported by certification of the district engineer or his duly authorized representative certifying to their value and their conformity with the specifications as to class, quality and sizes, prescribed by the "Bill of Materials" of standard schoolhouses.
2. Local contributions of labor must be guaranteed by a resolution of the municipal council pledging to the credit of the building project any municipal funds, school or general, to the payment of the money value of the labor promised which may not be actually performed at the time required. The resolution will further stipulate that in event the unappropriated balance of municipal funds so pledged may not be sufficient for the end indicated, any amount still due to the building project shall constitute the first charge against municipal funds. This resolution must bear the approval of the provincial treasurer.
3. Since the price of unskilled labor varies throughout the Islands, a resolution of any municipal council guaranteeing donations of voluntary labor for a building project must be accompanied by a certificate of the district engineer covering the cost per diem of unskilled labor in the barrio where construction is to be undertaken.

C. Plans and specifications.

1. Plans and specifications shall, in the case of each new project, be those prepared by the Bureau of Education. In the event of reconstruction or remodeling of an existing building, or of new construction on the walls of an existing building, compliance will be had with the following instructions.
2. If the materials contained in ruins are to be offered in whole or in part as a municipal contribution such proffer must be supported by a certificate of the district engineer covering the value of such materials and specifying their sizes, quantities, and fitness for the new construction contemplated. Proposals to reconstruct or remodel existing buildings, or to construct a new building on old walls must be accompanied by a sketch or plan showing the present arrangement and dimensions for proposed reconstruction, and a statement by the district engineer as to the estimated cost of the reconstruction projected.

D. Deposits of money and material.

In all cases where money or materials are to be donated by the municipality or barrio, the local funds must be deposited in the provincial treasury to the credit of the building project, and all materials must be delivered on the building site before allotment of insular funds can be transferred to the provincial treasury. Similarly, actual work of construction may not be authorized nor any expenses chargeable to same be incurred, until both of the conditions above cited are duly fulfilled.

E. Payments.

1. Payments for work done or materials delivered will be made upon vouchers approved by the duly authorized representative of the Bureau of Public Works and the Division Superintendent of Schools, unless otherwise ordered by the Director of Education.
2. All local contributions of money for building projects must be spent before the superintendent may approve payments from Insular funds appropriated for such purposes.

F. Acceptance of buildings.

The final acceptance of all buildings for whose construction apportionments of Insular funds are made, shall rest with the Director of Public Works or his duly authorized representative unless otherwise directed by the Secretary of Public Instruction.

G. Transmission papers.

The original resolution of the municipal council and all necessary accompanying documents specified under Section A of these regulations will be forwarded through the division superintendent and the provincial board to the Director of Education.

The procedure may be summarized as follows:

1. Secure an adequate school site.
2. Have a survey made acceptable to the Bureau of Lands

and present to the Court of Land Registration the application for registration.

3. Secure a resolution of the municipal council containing request for aid in accordance with instructions.
4. Attach complete information regarding the site.
5. Attach certificate of supervising teacher and division superintendent of schools as to attendance.
6. Attach certificate of provincial treasurer regarding deposit of municipal funds.
7. Attach certificate of provincial fiscal containing his opinion regarding the ownership of the parcel of land proposed for the site.
8. Attach a certified copy of the resolution by the provincial board approving the act of the municipal council.
9. Attach estimate of cost of the proposed building by the representative of the Bureau of Public Works.
10. The complete papers should finally be carefully checked in the office of the division superintendent of schools and forwarded by indorsement to the Director of Education.

Actual Construction Work.

Schoolhouse construction affects several Bureaus, each responsible for its share of the work. Thus, the Bureau of Lands surveys the site, and the Court of Land Registration grants registered title to the site. The Bureau of Supply furnishes the necessary material for the construction and the Bureau of Public Works directs the construction. The Bureau of Education completes all the preliminaries to preparing a school project for construction, distributes the funds and authorizes such construction. But under no circumstances can it undertake to do any portion of the work that properly belongs to some other Bureau except upon special authority from the Secretary of Public Instruction in cases where the law specifies that allotments shall be made by him, and upon special authority from the Governor-General in all other cases. Progress in construction is most satisfactory when each branch of the Government performs its proper function.

Location of Building.

Before actual construction work is begun, it is obligatory on the part of the local representatives of the Bureau of Education to see that the building is properly located upon

the site provided. This is a matter of great importance and construction must not be begun before the building has been properly located.

Several factors enter into the location of the building, the principal ones being size, shape, and topography of the site; the size of the building to be constructed, and the immediate surroundings of the school. It should be the aim in every case to locate the building upon a well-drained spot so placed as to leave ample space of good proportions for play grounds, school garden, lawn, and trees.

As a rule, the larger the building, the farther it should be placed from the street. On a square site approximately level and of standard size, the best location would seem to be back from the main street, a distance of one, or one and one-half times the frontage of the building and equidistant from the lateral sides. This gives ample room at the rear of the building for play grounds and garden and allows space in front for lawn, walks, and shrubbery. When the site is irregular in shape or surface, the problem is more difficult. Under these circumstances the location of the building must be dictated by good taste and judgment. The location of the building should in all cases be indicated upon the plan of survey, which is forwarded with the construction papers.

Care and Maintenance of Buildings and Grounds.

A building when completed is municipal property and it becomes the duty of the local authorities to make provisions for the care and maintenance of the buildings and site. Each year a sum of money equal to about 2 per cent of the cost of the building should be set aside in the annual estimate for this purpose. In the larger schools, a janitor should be employed to keep the buildings and surroundings in a clean, attractive condition.

A building, however well constructed, will require constant attention as regards drainage. Eave-troughs, if not provided for in the plan, should be procured at the earliest practicable date after the building has been completed, and provisions made to carry the water away from the building. Under no circumstances should water be permitted to soak

into the ground under the building. The grounds should be leveled off as soon as possible so that water will not gather in pools on the premises and be permitted to stagnate.

Under no conditions should the pupils be permitted to make frescoes or pencil marks on the walls or chip the cement work in any way. It is usually an easy matter to inculcate sufficient amount of pride in the school to prevent vandalism of this sort where a new building has been erected.

As regards the care of the grounds, this may well be made a feature for the whole school to take part in. The laying out of the lawn, the planting of trees, and the fencing may be done by the various classes as exercises in connection with gardening and other industrial work.

As soon as a building is completed steps should be taken to have the entire school site surrounded by a good substantial fence. It is poor economy to spend large sums of money for buildings and then leave the premises unprotected from goats, hogs and other animals. Under such conditions, all attempts to beautify the grounds are useless. Nor should the fence be of such a temporary nature that it will have to be replaced every year or two. Permanency should be the aim in fence building as it is in the construction of the schoolhouse itself.

It is essential that a definite plan for beautifying the grounds be made as soon as possible so that the work can be conducted upon constructive lines for a number of years. Complete records of the plan adopted should be submitted to the Division Superintendent of Schools by supervising teachers.

A permanent building of good design and located in the midst of clean, well kept, and attractive surroundings is a factor in the education of a community, little, if any, less potent than class-room instruction.

APPENDIX.



I.

DIRECTING OFFICIALS.

SECRETARIES OF PUBLIC INSTRUCTION.

Bernard Moses, March, 1900, to December 31, 1902.

James F. Smith, January 1, 1903, to September 19, 1906.

W. Morgan Shuster, September 28, 1906, to February 28, 1909.

Newton W. Gilbert, March 1, 1909, to date.

GENERAL SUPERINTENDENTS, DIRECTORS OF EDUCATION AND ASSISTANT DIRECTORS OF EDUCATION.

Fred W. Atkinson, appointed May 5, 1900; General Superintendent of Public Instruction from January 21, 1901 to December 31, 1902. Title changed to General Superintendent of Education October 8, 1902.

Elmer B. Bryan, principal Manila Normal School, July 1, 1901, to December 31, 1902; General Superintendent of Education from January 1, 1903, to August 13, 1903.

David P. Barrows, Superintendent of Schools, September 1, 1900, to October 4, 1901; resigned and accepted appointment as Chief, Bureau of Non-Christian Tribes. General Superintendent of Education August 14, 1903 to November 27, 1909. Title changed to Director of Education October 26, 1905.

Frank R. White, appointed teacher of English May 15, 1901, deputy division superintendent of schools for Tarlac October 1, 1901 to October 31, 1902; division superintendent of Tarlac November 1, 1902, to February 5, 1903; division superintendent of Antique February 6, 1903, to March 6, 1903; assistant to the General Superintendent of Education, March 7, 1903, to October 25, 1905; Second Assistant Director of Education October 26, 1905, to November 27, 1909; Director of Education from November 28, 1909.

Gilbert N. Brink, division superintendent of Panay, April 1, 1901, to October 31, 1902; division superintendent of Iloilo and Antique November 1, 1902, to June 30, 1904; detailed acting assistant to the General Superintendent July 1, 1904, to January 31, 1905; Deputy

General Superintendent February 1, 1905, to October 25, 1905; First Assistant Director of Education October 26, 1905, to November 27, 1909.

Frank L. Crone, appointed teacher of English June 5, 1901; division superintendent of Camarines September 14, 1905, to June 16, 1909; chief clerk of the Bureau of Education June 17, 1909, to November 29, 1909; Assistant Director of Education from November 30, 1909.

Charles H. Magee, appointed teacher of English July 15, 1901; division superintendent of Union June 22, 1903, to October 2, 1905; division superintendent of Ilocos Sur October 3, 1905, to April 29, 1907; superintendent of the Philippine School of Arts and Trades April 30, 1907, to May 31, 1908; division superintendent of Iloilo June 1, 1908, to November 29, 1909; Second Assistant Director of Education from November 30, 1909.

II.

GENERAL STATISTICS.

Annual expenditures for schools.

Fiscal year.	Insular.	Provincial.	Municipal.	Total.
1899.....	} No figures available. Expenditures from military sources.			
1900.....				
1901.....		No record.		₱466,822.00
1902.....		No record.		₱2,388,762.00
1903.....		₱663,840.97.		₱3,464,966.97
1904.....		Small sums.	₱1,016,303.00	₱3,504,496.00
1905.....		₱79,918.40	1,797,547.67	4,280,199.63
1906.....		225,159.44	1,364,130.40	4,469,337.52
1907.....		307,779.86	1,359,702.05	4,780,022.15
1908.....		216,955.80	1,508,041.80	5,127,117.19
1909.....		228,691.23	1,672,148.50	5,827,667.65
1910.....		285,159.97	2,133,577.91	6,512,836.49
1911.....		209,286.64	2,516,460.12	6,517,928.98

* Figures incomplete or uncertain.

NOTE.—This table does not include Insular expenditures for building purposes. For Insular building appropriations see following table.

Appropriations for schoolhouse construction.

For schools in Christian provinces:

Act No. 1275 (Commission, December 6, 1904—Intermediate, trade, and high schools	₱350,000
Act No. 1580 (Commission, December 22, 1906—School buildings in the provinces).....	300,000
Act No. 1688 (Commission, August 17, 1907—School buildings in the provinces).....	350,000
Act No. 1801 (Legislature, December 20, 1907—Barrio school buildings)	1,000,000
Act No. 1954 (Legislature, May 20, 1909—Central school buildings)	100,000
Act No. 1988 (Legislature, April 19, 1910—Central school buildings)	100,000
Act No. 1954 (Legislature, May 20, 1909—Normal School)	249,000
Act No. 1988 (Legislature, April 19, 1910—Normal School)	200,000
Act No. 2029 (Legislature, February 2, 1911—Barrio school buildings)	1,000,000
Act No. 2059 (Legislature, February 3, 1911—Insular schools)	500,000
Total	4,149,000

For schools in non-Christian provinces:

Act No. 1961 (Commission, July 28, 1909—School buildings)	₱39,000
Act No. 1994 (Commission, January 9, 1910—School buildings)	55,000
Total	94,000

Number of schools 1903 to 1911.*

School year.	Prim-ary.	In-ter-me-diate.	Second-ary.	Total.
1903	^b 2,000			2,000
1903-4	2,233	17	35	2,285
1904-5	2,727	102	35	2,864
1905-6	^c 3,108	119	36	3,263
1906-7	3,435	216	36	3,687
1907-8	3,701	193	38	3,932
1908-9	4,194	193	37	4,424
1909-10	4,295	198	38	4,531
1910-11	4,121	245	38	^d 4,404

Number of teachers, 1903 to 1911.

School year.	Amer-ican.	Fili-pino.	Total.
1902-3	^a 928	^b 3,000	3,928
1903-4	836	3,854	4,690
1904-5	855	4,036	4,891
1905-6 ^c	831	4,719	5,550
1906-7	746	6,141	6,887
1907-8	722	6,804	7,526
1908-9	825	7,949	8,774
1909-10	732	8,275	9,007
1910-11	683	8,408	9,086

Highest monthly enrollment, 1903 to 1911.

Year.	Highest monthly enrollment.	Year.	Highest monthly enrollment.
1902-3	150,000	1907-8	359,738
1903-4	227,600	1908-9	437,735
1904-5	311,843	1909-10	451,938
1905-6 ^c	375,554	1910-11	484,689
1906-7	385,106		

^a School statistics prior to 1903 not available.

^b Estimated.

^c Excluding Moro Province from 1905-6 on.

^d Figures for March, 1911. In September, 1910, the number had reached 4,606.

III.

FORMS USED IN THE BUREAU OF EDUCATION.

The list presented herewith shows all forms that are used at present in the Bureau of Education, and gives the accurate form number, a brief description, and a statement of the school persons who may be interested in their preparation.

BUREAU OF EDUCATION FORMS.

Revised Record Form I—Public School register.

Class-room teacher keeps daily record of pupils and summarizes at close of school year.

Revised Record Form II—Class-room monthly report.

Class-room teacher accomplishes this form from date in class-room register.

Revised Record Form III—Municipal monthly school report.

Prepared from data submitted on class-room report.

Principals.

Supervising teachers.

Report Form V—Municipal teacher's monthly service report, and current charges against contingent expenses.

Supervising teachers.

Form VI-4—Division monthly school report. A summary of municipal monthly school reports for the division.

Superintendents. This same form is used in the General Office for the summary of all division monthly school reports, Form VI.

Form VI—Supplement, Sheet 1—Report on Filipino teachers. An annual report on the attainments and ability of Filipino teachers, due at the close of the school year.

Superintendents, on Filipino Insular teachers.

Form VI—Supplement, Sheet 2—Report on Municipal teachers.

(Accompanies Form VI—Supplement, Sheet 1.)

Supervising teachers, on Filipino municipal teachers.

Superintendents.

Record Form No. VII—Report of service of Insular teachers. A monthly report on the services of all Insular teachers.

Superintendents, prepared from Form 48.

Form No. VIII—Character and efficiency report. An annual report on the character and efficiency of all Insular teachers.

Record Form XII-1—Report of school finances. A report on municipal and provincial finances, submitted at the close of each fiscal year.

Supervising teachers.

Superintendents.

Form No. XIII (revised)—Requisition for school books and supplies.

Superintendents.

Revised Form XIV—Supervising teacher's report on schools visited, incident expenses, etc., to be submitted with monthly expense vouchers.

Supervising teachers.

Form XVI-1—Teacher's record of birth, schooling, and appointment to the service, etc., made out at the time of appointment.

American teachers.

Form No. XVIII—A report on official written Bureau of Education intermediate and secondary examinations, after all such examinations.

Examiners.

Reviewers.

Superintendents.

Revised Form XVIII-(A)—A report on official written Bureau of Education primary examinations, after all such examinations.

Examiners.

Reviewers.

Superintendents.

Form No. XIX-B. of E.—A report on industrial instruction, submitted annually for the month named by the Director.

Principals.

Supervising teachers.

Superintendents.

Record Form XX—Division report on promotions of pupils, during the school year, submitted at close of school year.

Division superintendents.

Form No. 100-B. of E.—Property account card, to be used in all property transactions.

Principals.

Supervising teachers.

Superintendents.

General Office.

Form No. 101-B. of E.—Property voucher, used in connection with Form 100 in all property transactions.

Principals.

Supervising teachers.

Superintendents.

General Office.

Form No. 102-B. of E.—A quarterly abstract of civil property consumed, submitted with vouchers.

Superintendents.

Form No. 103.—Monthly report of sales of supplies and equipment.

Superintendents.

Form No. 104-B. of E.—Property inventory.

General Office.

Form No. 105.—Property voucher envelope, used for handling Form No. 101.

Form No. 106-B. of E.—Pupil's receipt slip, school books and supplies issued to pupils.

Class-room teachers.

Form No. 107-B. of E.—Invoice receipt, covering shipments to division offices.

General Office.

Form No. 108-B. of E.—Book record slips, pasted in each book for a record of service.

Teachers.

Form No. 121-B. of E.—Bureau of Education receipt, to accompany claims for reimbursement.

Form No. 125.—Appointment form for members of municipal school boards.

Superintendents.

Form No. 126-B. of E.—Permanent municipal teacher's appointment Form.

Superintendents.

Form No. 127.—Temporary municipal teachers, appointment form.

Superintendents.

Form No. 128.—High school diploma, for graduation from secondary course, made out after examinations.

Principals.

Superintendents.

Form No. 130.—Pupil's certificate, primary course, made out after examinations.

Principals.

Supervising teachers.

Superintendents sign.

Form No. 131.—Certificate of completion of intermediate course, made out after examinations.

Principals.

Supervising teachers.

Superintendents sign.

Form No. 137-B. of E.—Pupil's record card, for pupils of Grades IV, V, VI, VII and first, second, third, and fourth years; made out when pupils enter school; summarized and kept from year to year.

Class-room teachers.

Principals.

Supervising teachers.

Form No. 141-B. of E.—Pupil's transfer form, given to pupils of Grades I, II and III on transfer to another school.

Principals, for intermediate and secondary.

Supervising teachers, for primary and intermediate.

Form C-B. of E.—A monthly statement of municipal school funds, prepared by municipal treasurers.

Supervising teachers.

Superintendents.

Annual report on school divisions, submitted at the close of school year.

Superintendents.

Time sheet for payment of laborers.

GENERAL FORMS.

General Form No. 5-(A), B. of E.—General voucher for reimbursement of all Insular expenses other than traveling.

General Form 6-(A)—General pay roll.

General Form 7-(A)—Labor pay roll.

General Form 8-(A), B. of E.—Traveling expense vouchers, for reimbursement.

General Form 9-(A)—Government bill of lading.

General Form 12-(A)—Abstract of receipts for money received from sale of school supplies.

General Form 13-(A)—Official receipt for sale of Government supplies.

General Form No. 17-(A)—Inventory and inspection report to the Auditor on inspection and condemnation of school property.

General Form No. 18-(A)—Inserts for General Form No. XVII-(A).

General Form 28-(A), B. of E.—Account current and invoice of funds, submitted each month to the Auditor by disbursing officers, through the Director of Education.

Division superintendents.

CIVIL-SERVICE FORMS.

Form 32 (Civil Service)—Oath of office, subscribed on accepting appointment in the civil service.

Form No. 33 (Civil Service)—Insular Philippine civil-service form for appointment and promotion of teachers and other employees.

Civil Service Form No. 39—Application for accrued leave of absence.

Civil Service Form No. 48—Daily time record, for all employees.

Form No. 52—Record of chief of division for Chief of Bureau, semi-annual efficiency report on employees other than teachers.

Civil Service Form No. 55—Application for vacation leave of absence.

VARIOUS.

Appointment for scholarship students to the United States.

Statement of denominational preference, by parent or guardian of scholarship student to the United States.

Bureau of Civil Service Form 7-(A)—Request for the transfer of an Insular employee to another branch of the service.

Bureau of Navigation Form No. 14—Request for transportation, passenger, on B. of N.

Bureau of Navigation Form No. 15—Request for transportation, freight, on B. of N.

Municipal Form No. 3-(A)—Municipal Voucher.

Municipal Form No. 7-(A)—Municipal pay roll.

Provincial Form No. 21-(A)—Provincial voucher.

Provincial Form No. 23-(A)—Provincial pay roll.

Provincial Form No. 125-(A)—Provincial trade school pay roll.

Principals.

Provincial Form No. 127-(A)—Property inventory.

Provincial Form No. 130-(A)—Trade school property card.

Provincial Form No. 131-(A)—Job card.

Provincial Form No. 132-(A)—Monthly report of articles transferred and sold.

Provincial Form 133-(A)—Trade school pay roll.

Provincial Form 134-(A)—Report of articles fabricated in trade schools.

ADDITIONAL FORMS.

IV.

PRICE LIST OF SCHOOL BOOKS AND GENERAL SUPPLIES.

Instructions.—The attention of division superintendents is invited to paragraph 56, Circular No. 58, series of 1909, in which authority is given to division superintendents of schools to condemn and destroy certain valueless public school property. The articles which the division superintendent can thus destroy are marked with an asterisk(*) in this price list. Under no circumstances are non-expendable supplies to be destroyed by division superintendents. The district auditor of the province is the only person authorized to inspect and condemn non-expendable articles, and, that prompt action might be secured from this source, Circular No. 56, series 1910, was issued.

In case of supplies "lost and paid for" where the price does not appear in this price list the superintendent shall add 10 per cent to the cost shown on the invoice receipt.

No. 1.—Text and Reference Books. Destroy all Lists of Previous Dates. Last List was Revised to February 1, 1911.

Abraham Lincoln	P1.82
Accounting and Business Practice, M. & M.....	2.65
*Blanks for above, Set IV .....	.39
*Blanks for above, Set V .....	.48
*Blanks for above, Set VI .....	.48
*Blanks for above, Set VII .....	.48
*Blanks for above, Set VIII .....	.29
*Blanks for above, Set IX .....	.48
*Blanks for above, Set X	1.16
Accounting and Business Practice, Teachers' Manual for .....	.95
Accounts, The Art of, Hall	1.19
Adonis and Alastor, Shelley—S. B. & Co. (edited, C. D. G. Roberts)....	.52
Administration of Dependencies, Snow	4.64
Adventures of Tom Sawyer, Twain.....	2.55
Africa, Partition of, Keltie	10.30
Agriculture, Elements of, Sever	1.45
Agriculture, Principles of, Winslow	1.31
Agriculture, Principles of, Bailey	2.40
Agriculture for Beginners, Burkett, Stevens & Hill	1.42
Agriculture, Philippine, Copeland	1.55
Agriculture, Tropical, Nicholls	2.68
Algebra, High School, Milne	1.95
Algebra, Elements of, Milne	1.31
Algebra, Grammar School, Milne	1.01
Algebra and Geometry, School, Walsh .....	.53

No. 1.—Text and Reference Books—Continued.

Algebra, Smith & Co	\$2.23
Algebra, School, Wentworth	2.46
Algebra, Complete, Wentworth	2.59
Algebra, The Beginners, Wells and Garrish .....	.95
Algebra, Essentials of, Wells	2.12
Alhambra, Irving-White Ed., Ginn & Co.....	.87
Alice's Adventures in Wonderland, Carroll Educ. Co .....	.97
*Alphabets, Book of .....	.19
Alltägliche, M. B. Lambert.....	1.43
American Commonwealth, Bryce, set of 2 volumes	7.97
American Commonwealth, Bryce, abridged edition	3.99
American Diplomacy, Snow	4.98
American Heroes and Heroism, Mowry .....	.88
American Inventions and Inventors .....	.95
American Life and Adventure, Eggleston, Am. Book Co .....	.95
American Politics, Johnston	1.69
American Practical Navigator, Bowditch	5.46
Anatomy, Atlas of, Spaltcholtz, each volume.....	5.15
Anatomy of the Cat	7.91
Anatomy and Physiology for Nurses, Kimber	5.21
Animal Forms, Jordan and Heath.....	2.18
Animal Life, Holder	1.14
Animal Life, Jordan and Kellogg	2.38
Animal Life of Malaysia, Daniel.....	1.05
Animal Structures, Jordan and Kellogg.....	.99
*Animal Studies, Ledyard, Leaflets of (package containing 24 sheets)....	.53
Anthology, Spanish	2.40
Anthropology, Taylor	4.45
Arabian Nights	1.31
*Arithmetic, Primary, parts 1, 2, 3 in 1 vol., Bonsall .....	.72
*Arithmetic, Primary, revised, I and II, Bonsall.....	.56
*Arithmetic, Primary, Part III, Bonsall-Mercer .....	.57
*Arithmetic, Complete, Part I, Mercer-Bonsall .....	.77
Arithmetic, Complete, Parts II and III, Mercer-Bonsall.....	1.28
*Arithmetic, Primary (English ed.), Wentworth .....	.46
*Arithmetic, Book I, Crocker .....	.76
*Arithmetic, Book II, Crocker .....	.70
Arithmetic, Academic, Wentworth	1.15
*Arithmetic, First Book in, Philippine Ed., Wentworth .....	.57
*Arithmetic, Second Book in, Philippine Ed., Wentworth.....	.66
*Arithmetic, Elementary, Wentworth (Spanish) .....	.03
*Arithmetic, Supplementary Work in, Griffin .....	.05
Arithmetic, Concrete, Clinton-Miller .....	.05
*Arithmetic, Elements of, Clinton .....	.03
*Arithmetic, First Steps in, Pierce .....	.52
*Arithmetic, Primary, Heath .....	.03
*Arithmetic, Elements of, Metric Edition, Milne .....	.62
Arithmetic, Standard, Milne	1.25
Arithmetic, Practical Business, Moore & Miner.....	1.93
*Around the World, First Book, Carroll .....	.53
*Around the World, Second Book, Carroll.....	.66
*Around the World, Third Book, Carroll .....	.79
As You Like It, Shakespeare—(Hudson Ed-S. E. Classics).....	.83
As You Like It, Shakespeare—(Sprague Ed. S. S. Classics).....	.83
Astronomy, Descriptive, Elements of, Howe.....	1.99
Astronomy, White	4.11

No. 1.—Text and Reference Books—Continued.

Atlas, Excelsior Elementary, Bacon	P0.88
Baby Days, Dodge, Century Publisher	2.55
Ballads of American Bravery, Scollard—S. B. & Co .....	.73
Bamboo Work .....	.96
Banking, Theory and History of, Dunbar	2.07
Basket Work .....	.96
Baskets, How to Make, White.....	1.65
Bear Stories, Carter	1.38
Bench Work in Wood, Goss.....	1.43
*Big and Little People of Other Lands .....	.05
Biographical Stories, Hawthorne's (Riv. Lit. Series) (Paper).....	.30
Biology, Practical	5.16
*Birds and Bees and Sharp Eyes.....	.75
Birds, Philippine, Manual of, Part I	3.30
Birds of Village and Field	2.99
Blue Prints, Book of	2.60
Bookkeeping, high school edition	1.80
*Bookkeeping, blanks, for, H. S. ed., Set No. I .....	.87
*Bookkeeping, blanks, for, H. S. ed., Set No. II.....	1.85
Bookkeeping, Practical, complete ed., Benton	2.83
*Bookkeeping, blanks, for, Complete Practical, per set.....	3.09
Bookkeeping, Practical, Snyder & Thurston	2.40
*Bookkeeping, blanks, for, Modern Illust. bookkeeping, R. W. Ser. ....	.87
*Bookkeeping, blanks, for, Practical, Snyder & Thurston (complete, Set I-V) .....	.64
Bookkeeping, New Complete, Williams & Rogers	3.49
Bookkeeping, Introductory, Course, Mod. Ill. Williams & Rogers.....	2.18
Bookkeeping, New Introductory, Key to, Williams & Rogers .....	.97
Bookkeeping, First Lessons in, Williams & Rogers	1.53
Bookkeeping Forms, Business for, Mod. Ill. Bkp. R. W. ....	.98
Bookkeeping, Bryant & Stratton	2.90
Bookkeeping, Vouchers-Incoming, for Mod. Ill. Bookkeeping, R. W. ....	.88
Boot Making and Mending .....	.96
Botany, A University Text-book of, Campbell	7.43
Botany, A Text-book of, Coulter	2.52
Botany, A Text-book of Universal, Strassburger.....	9.24
Botany, Principles of, Bergen & Davis	2.90
Botany, Foundation Lessons in, Bergen (new)	2.31
Botanists, Notes for the Amateur in the Philippines, Coulter.....	.05
Builder's Guide	4.11
Bulletin No. 10.—Government in the United States—Putney.	
Bulletin No. 24.—Outline of A Year's Work in Botany .....	.30
Bulletin No. 29.—Constructive Lessons in English, Fee.....	.22
Bulletin No. 30.—Philippine Normal School Catalogue for 1909-1910, and Announcement for 1910-1911.	
Bulletin No. 31.—School and Home Gardening .....	.20
Bulletin No. 32.—Courses in Mechanical and Freehand Drawing	1.00
Bulletin No. 33.—Philippine Hats .....	.50
Bulletin No. 34.—Lace Making and Embroidery .....	.60
Bulletin No. 35.—Housekeeping and Household Arts .....	.80
Bulletin No. 36.—Philippine Normal School Catalogue for 1910-1911, and Announcement for 1911-1912.	
Bulletin No. 37.—School Building, Part I	
Bulletin No. 38.—School Building, Part II .....	.90
*Busy Children of the Philippines, Book I, Carter .....	.03
*Busy Children of the Philippines, Book II, Carter .....	.05

No. 1.—Text and Reference Books—Continued.

Caesar, Revised Edition, Allen & Greenough	P2.35
Caesar's Gallic Wars, Gunnison & Harley S. B. & Co.....	2.39
Call of the Wild, London.....	.90
Capitan Ribot	1.75
Capitan Veneno, El95
Cardboard Construction, Trybom	1.85
Cartilla de Arnold62
Chemistry, Elements of, Williams—Ginn & Co	2.10
Chemistry, A General Laboratory Manual of, Williams48
Chemistry, Descriptive, Newell	2.32
Chemistry, Organic, P. & K.....	5.45
Chemical Analysis, Qualitative, Ellicot & Storer	2.85
Children, Care of, Parts I, II, and III.....	3.20
Child Life, Study of, Parts I, II, and III.....	3.05
Child Life, Selection from59
Choice English Lyrics, Baldwin88
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Trigonometry, Plane, with tables Wentworth.....	1.72
Trigonometry, Plane and Spherical, Welsh	1.45
Tuskegee, Thrasher	1.69
Twice Told Tales, Hawthorne—Maynard, Merrill & Co.....	.58
Useful Tables	3.03
Valdes, José	1.53
Vasco de Gama	1.06
Vicar of Wakefield, The, Goldsmith—Ginn & Co.....	.59
Viking Tales73
Virgil, Greenough & Kittrege—Ginn & Co.....	2.87
Wall Street Point of View, The	2.18
Wandering Heroes, Price83
Warren Hastings51
Water Babies, Kingsley—Maynard, Merrill & Co.....	.66
Waymarks for Teachers, Arnold05
Wealth of Nations, Smith	1.40
Weaving, Varied Occupation in, Louisa.....	1.84
Willkommen in Deutschland	1.43
Wilhelm Tell, (Schiller)	1.34
William Tell, McMurtry—S. B. & Co. (Riverside Lit. series)61
Wonder Book, Hawthorne—Houghton, Mifflin & Co.....	.76
Wood Finishing97
Woodturning, Elementary, Selden	1.91
Woodworking, Elementary, Selden	1.90
Woodworking, Exercises in, Sickles	1.85
*Woodworking, Manual of, Blackman20
World and Its People, Series:	
*First Lessons, I68
Glimpses of the World, II68
Our Own Country, Smith, III95
Our American Neighbors, Coe, IV	1.12
Modern Europe, Coe, V	1.12
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Views in Africa, Badlam, VII	1.36
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Zoology, Outlines of, Thompson	6.48

No. 1.—Text and Reference Books—Continued.

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Industrial Studies and Exercises, Teacher's Ed., Reimold	1.55
Physiology, Practical, Advanced, Blaisdell.....	2.60
Psychology and Psychic Culture, Halleck.....	2.90
Public Speaking, Essentials of, Fulton and Trueblood.....	1.75
School Management, A New, Seeley.....	2.45

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*Atlas, Outline, No. 343
*Atlas, Outline, No. 743
Bell, School, Hand59
Binder, G. O. File	1.25
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Charts, Verb, Clinton40
*Copy book, writing, No. 106
*Copy book writing, No. 206
*Copy book, writing, No. 306
*Copy book, writing, No. 4 Business Forms.....	.15
*Covers, notebook, 21 by 27 centimeters67
Divider (pencil compasses), No. 1751, Faber	1.54
*Drawing Book, Hiltz, No. 130
*Drawing Book, Hiltz, No. 230
*Drawing Book, Hiltz, No. 330
*Drawing Book, Hiltz, No. 443
Drawing outfit, I. C. S., No. 1	17.00
Drawing instruments I. U.....	1.63
*Eraser, B. B.....	.19
Eraser, steel50
*Eraser, cir., T. W.....	.07
*Eraser, I. & P.....	.10
Flag, 3 by 5 feet (or 91.44 centimeters by 1 meter 52.4 centimeters) ..	3.09
Flag, U. S., 4 by 8 feet (or 1 meter 21.92 centimeters by 2 meters 43.84 centimeters)	5.90
Globe, 6-inch	1.00
Globe, 8-inch	4.00
*Hyloplate, 3 by 5 feet (or 91.44 centimeters by 1 meter 52.4 centimeters)	3.52
*Ink, 2-ounce bottle, black05
Inkstand, double	1.60
Inkstand, single	1.00
Map, Philippines (World Book Co.)	7.68
Map, World and U. S., A. K. Johnson	4.50
Map, Pacific Ocean	5.50
*Maps, graphical outline, per sheet02

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Microscope, dissecting T-1, Bausch & Lomb Optical Co.....	4.69
*Needle holder19
*Notebook (24 leaves)04
*Notebook (48 leaves) .....	.06
Pad, desk .....	.68
*Pads, writing, ruled, 7½ by 8½ inches (100 sheets).....	.09
*Pads, writing, ruled, 8½ by 10½ inches (72 pages) .....	.10
*Pads, writing, 5 by 5 inches (70 pages) .....	.04
*Paints, water color, per box .....	.47
*Paper, charcoal drawing, French, per block .....	.70
*Paper, drawing, German white, ream	19.36
*Paper, foolscap, ream	4.60
*Paper, "Hummer," 6-ply, sheet .....	.05
*Paper, mounting, sheets, each .....	.02
*Paper, newspaper stock, pad .....	.05
*Paper, newspaper stock, kilogram .....	.22
*Paper, Whatman, quire	3.50
*Pens, issue, gross .....	.84
*Pens, issue, dozen .....	.07
*Pencils, issue, dozen .....	.24
*Pencils, "Mongol," Faber No. 482-2, dozen .....	.77
*Pencils, "Vandyke," assorted, each .....	.14
*Pencils, lead, Faber, No. 2, round, dozen.....	1.00
*Pencils, lead, Faber, Siberian lead, dozen.....	1.09
*Pencils, lead, "Kohinoor," each .....	.13
*Pencils, slate per hundred (not incased in wood) .....	.20
*Pencils, slate (incased in wood), gross	2.88
*Penholder, issue, dozen .....	.40
Pitch Pipe .....	.33
Pointer, B. B. ....	.25
*Ruler, metric, wood, 12-inch flat .....	.05
*Slate, small (5 by 7 inches) .....	.07
*Slate, large (6 by 9 inches) .....	.09
Chart, Philippine, Coleman	11.30
Clock, 4-inch face	1.35
Pads, mercantile, 8 by 12½ inches.....	.11
Paper, Catalan, reams	4.00
Paper, Catalan, sheets, per 12 sheets.....	.10
Paper, wrapping, assorted, sheets05
Rulers, metric, 18-inch brass edge.....	.30

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V.

GENERAL INFORMATION FOR NEW TEACHERS.

Cedulas.

The law requires every male inhabitant of the Philippine Islands over 18 and under 60 years of age, with the exception of soldiers and sailors of the United States Army and Navy, Federal employees, representatives of foreign powers, paupers, insane, and imbeciles to pay annually a poll or cedula personal tax by purchase of a certificate of registration. The cost of this certificate of registration, or cedula, as it is commonly called, is two pesos in Manila, if purchase on or before the last Saturday in April. After this time the price is four pesos, except in the case of persons who enter and reside in the Islands after this time, who may secure it at the regular price, if application is made within twenty days after arrival in the Islands. Teachers arriving after this time should without fail purchase their cedulas before leaving Manila. Cedulas are for sale at the Office of the Collector of Internal Revenue on Calle Anloague.

Firearms.

Teachers having in their possession firearms when arriving in Manila must deposit them with the Collector of Customs who will transmit them to the Bureau of Constabulary for safekeeping until a license is obtained for the possession of same.

The practice of issuing Bureau permits to employees of the Bureau of Education at isolated stations to possess firearms for personal protection has been discontinued. The law prescribing the manner in which a license may be secured is as follows:

"Any person desiring to possess one or more firearms for personal protection or for use in hunting or other lawful purposes only, and ammunition therefor, shall make application for a license to the chief of police of Manila or to the senior inspector of Constabulary through the provincial governor in the provinces. In the event of approval he shall deposit in the Postal Savings Bank the sum of one hundred pesos for each firearm or give a bond payable to the Government of the Philippine Islands in the sum of two hundred pesos for each firearm. The Director of Constabulary will issue the license upon receipt of bond or certificate of deposit."

Vaccination.

Although smallpox has practically disappeared from the Philippine Islands within the last few years, teachers should not fail to be vaccinated before leaving Manila. Vaccination is performed free of charge at the offices of the Bureau of Health, on Calle Palacio, Intramuros.

Expense Vouchers.

Expense vouchers covering incidental expenses en route from place of residence in the United States to Manila, together with receipts, should, if time permits, be accomplished and submitted before leaving Manila. Care should be taken to include no expenditures incurred after arrival in Manila, with the exception of charge for transportation of self and baggage from boat to hotel.

Traveling expenses incurred while en route from Manila to station should be submitted as soon as possible after arrival at station.

Assignments.

Assignments of teachers to divisions are made as soon as possible after arrival in Manila, and transportation is furnished to the provincial capital. Definite station assignments in the provinces are left to the division superintendents, subject to the approval of the Director of Education.

Immediately upon arrival at station teachers should forward to the General Office data or their appointment and assignment. Blanks for this purpose should be secured in Manila prior to departure for the provinces.

Hotel Expenses in Manila.

Cost of subsistence and incidental expenses in Manila other than transportation to hotel on arriving, and to boat or railroad station on departure, are not proper charges against the Bureau of Education.

What to Buy Before Leaving Manila.

One of the questions most frequently asked by new teachers arriving in Manila and assigned to the provinces is, what should I buy in Manila in the way of provisions, clothing, and furniture before leaving for the provinces? This must be determined, aside from individual tastes, by supplies available for purchase and current prices in the province to which the teacher is assigned. In general, it will be found that provisions and clothing, suitable for the tropics, may be purchased in provincial capitals and other trading centers at reasonable prices considering the limited demand and the often excessive cost of transportation, due to distance from base of supplies. Furniture such as an American is accustomed to is naturally difficult to obtain and the

purchase in Manila of a few of the most necessary articles, such as bed or army cot with appurtenances, a table, chairs, and a good lamp, is usually advisable. A supply of medicines, such as is offered for sale by the Bureau of Health, will be found useful.

Information concerning means of communication between the provinces and Manila, and within the province, as well as descriptions of economic conditions in the various parts of the Archipelago are kept on file in the General Office. This information will be furnished on request. New teachers should not neglect to avail themselves of this opportunity of securing reliable data on the provinces before departure from Manila, as this information will be of considerable use to them in determining what to buy in the way of supplies before leaving.

VI. PROVINCIAL STATEMENTS.

INFORMATION CONCERNING THE PHILIPPINE ISLANDS, COVERING CHIEF TOPOGRAPHICAL FEATURES, SOCIAL AND ECONOMIC CONDITIONS, MEANS OF COMMUNI- CATION AND STATISTICS ON POPULATION, AREA, NUMBER OF SCHOOLS AND SCHOOL ATTENDANCE, IN THE VARIOUS SCHOOL DIVISIONS OF THE PHILIPPINE ARCHIPELAGO.

Manila.

Population	235,000
Annual school enrollment.....	17,364
Number of schools in division:	
High	1
Intermediate	5
Primary	24
Number of teachers:	
American	60
Filipino Insular	4
Filipino municipal	356

The Philippine Normal School.

Annual enrollment	856
Number of teachers:	
American	28
Filipino Insular	14

The Philippine School of Arts and Trades.

Annual enrollment	388
Number of teachers:	
American	14
Filipino Insular	11

The Philippine School of Commerce.

Annual enrollment	391
Number of teachers:	
American	13
Filipino Insular	2

School for Deaf and Blind.

Annual enrollment	31
Number of teachers:	
American	1
Filipino Insular	2

Manila, the capital and the commercial and educational center of the Philippine Islands, is situated on Manila Bay, at the mouth of the Pasig River. The University of the Philippines with the exception of the College of Agriculture, the Philippine Normal School, the Philippine School of Arts and Trades, the School of Commerce, the School for Deaf and Blind, and several private schools of higher education are located here.

All parts of the city are accessible by means of street cars. New teachers should, however, use the public vehicles or carromatas, known by a round metal disk displayed on the dash board, in going from place to place in the city, until they become acquainted. The fare is 40 centavos for the first hour, and 30 centavos for each succeeding hour.

The following directions will be of aid to new teachers in finding their way about the city to places of interest, and other places where they will have business to transact before leaving for the provinces.

Offices of Bureau of Education: On Calles Cabildo and Recoletos in the Walled City.

Escolta: The chief business street in Manila, on the north side of the Pasig River extending from the Bridge of Spain to the Santa Cruz Bridge.

Luneta and Wallace Field: A five minutes walk south from any part of the Walled City.

Bagumbayan: A fine drive skirting the Walled City on the south and east, and connecting the Escolta by the Bridge of Spain and the Santa Cruz Bridge with the Luneta and the residence districts of Ermita and Malate. The post-office, the Government Ice Plant, the Bureau of Printing, the City Hall, the Botanical Gardens, and the Philippine School of Arts and Trades are situated on or near this drive.

Hospitals: The General Hospital on Taft Avenue, a street branching off to the south from Bagumbayan near the City Hall. The new Normal School building at present in course of construction is also located on this street. St. Paul's Hospital, under Catholic auspices, is located in the Walled City on Calle Palacio.

Hotels: A number of medium-priced hotels are located in the Walled City. The Metropole and Grand Hotel de France are near the Santa Cruz Bridge. The Bay View is situated on the bay front near the Luneta.

Custom House and interisland shipping offices: On the north side of the Pasig River. Take a custom-house car, or cross the river in a banca from the Walled City.

Churches: The Cathedral and several other Catholic churches are in the Walled City. The Episcopal Cathedral and the Presbyterian Church are in Ermita. Take a Malate car from the Walled City or a Pasay car on Bagumbayan. The Methodist Church is on Calle Nozaleda. Take a Santa Ana or McKinley car.

The banks and shipping offices are located on or near Plaza Moraga, at the Bridge of Spain end of the Escolta.

Fort McKinley, the largest Army post in the Philippine Islands is situated near the Pasig about 6 miles due south of Manila. To visit this place take a Pasig or Fort McKinley car.

Railroad station on Calle Azcarraga. Preferable to take carromata. Local stations are located in various parts of the city.

Albay.

Area	square miles....	1,783
Population		239,434
Annual school enrollment		15,510
Number of schools:		
High		1
Intermediate		8
Primary		135
Number of teachers:		
American		17
Filipino Insular		16
Filipino municipal		215

The school division of Albay is identical with the province of that name, and occupies the central portion of the Bicol Peninsula in the southern part of the Island of Luzon, along with its subprovince, Catanduanes, lying to the east. It is thickly populated, with exception of Catanduanes. Mount Mayon, a volcano nearly 8,000 feet high lies in the eastern part of the province, some miles from the capital; at intervals of several years it becomes active. Almost a century ago, a violent eruption occurred which partly buried the town of Caysaua Camalig and caused its removal to the present site of the town of Daraga. The rest of the province is rolling except for the hilly country to the northeast. Lake Bato between Albay and Camarines is a body of fresh water. There are no streams of any importance. The people of Albay are Bicolans, except a few non-Christian Negritos who live in the mountainous country to the north. The rich volcanic soil makes Albay one of the richest agricultural provinces in the Islands. Hemp raising is the most important industry, though some quantities of coconuts and rice are raised. Fishing also receives some attention, and coal is now being produced in commercial quantities in the Island of Batan near the eastern coast. Natural gas has also been located in this province. There are excellent stores in all the large towns. Many foreigners principally Spaniards and Americans, are engaged in trade or own plantations. The capital, Albay, with its port Legaspi, forms one of the largest and most important cities in the Islands. At Albay there is an Army post of Scouts, and here also are the headquarters of the Constabulary for the division of southern Luzon. Tabaco, on the coast north of Albay is a large hemp exporting center. Along the main road, Ligao and Guinobatan are the chief towns. There are American doctors in the town of Albay, and numerous other Americans in Government employ and in private business. A club is maintained in Albay, and there are frequent social functions and military meets. There are excellent roads and bridges all through the populated sections of Albay, and on the main road from Albay a regular automobile schedule has been established. The average rent of houses suitable for Americans is from ₱15 to ₱25, in the larger towns somewhat more. The water supply, except in towns on mountain streams, is secured from wells. Fresh meat, fish, vegetables, fruits in season are obtainable at reasonable prices in all towns. Several of the towns surrounding Albay have telephone connections with that town. The Interisland Express Company maintains offices at Albay and Tabaco. The mail service is frequent and there are numerous telegraph stations along the two main roads, and at Virac in Catanduanes. There is also an extensive provincial telephone service.

Antique.

Area	square miles.....	1,134
Population		134,166
Annual school enrollment.....		13,949
Number of schools:		
High		1
Intermediate		6
Primary		96
Number of teachers:		
American		9
Filipino Insular		19
Filipino municipal		136

The division of Antique embraces the province of that name, a long and narrow strip of country on the west coast of the Island of Panay. Although not far from Manila, the province is perhaps one of the most isolated in the Archipelago, due to the mountains completely separating it from the rest of the island, and lack of good harbors. The leading agricultural products are rice, coconuts,

and sugar cane, very little, however, being exported. The inhabitants are mainly Visayans, a number of Negritos inhabiting the mountainous districts on the east. Mail is carried over the mountains from Iloilo three times a week. San José, the capital, is about a week from Manila; and Pandan, the farthest town in the province, is about three days from San José as regards mail service. Good roads extend east from San José to San Remigio, south to Guintas and north to Patnongon. Teachers in San José improve their opportunities by owning rigs and bicycles, but the supervising teachers all own horses, which are more dependable. From September to December the rivers are high, and at times impassable for several days. For connection with Iloilo and Manila, Americans depend entirely upon the Coron, a Government steamer which leaves Iloilo every Wednesday morning and arrives in San José the same afternoon, the fare between Iloilo and San José being ₱6. Rents are from ₱10 to ₱20 per month, servants from five to twelve pesos, and food proportionally cheap. Fresh meat is obtainable about once a week. Teachers in San José get cold-storage meat and butter once a week on the steamer. With cheap living, Antique also provides a healthful climate. Provinces fronting on deep, wide seas are generally more healthful than those not so situated, the reason being that the breezes are better, the mosquitoes fewer, and the fish more wholesome. Sea bathing in Antique is pleasure, since the beach is clean. With mountain breezes at night and sea breezes by day, the heat is little felt. There are hot sulphur springs at the southern end of the province on the steamer route to Iloilo. In case of accident, one could be carried over the mountains to the hospital in Iloilo, or a launch could be procured by telegraph, requiring in either case from twenty-four to thirty-six hours to arrive in Iloilo.

Bataan.

Area	square miles....	537
Population		45,166
Annual school enrollment		3,244
Number of schools:		
High		1
Intermediate		2
Primary		25
Number of teachers:		
American		5
Filipino Insular		10
Filipino municipal		43

The school division of Bataan comprises the Province of Bataan, a peninsula lying between the China Sea and Manila Bay. The Zambales Mountains, extending nearly north and south, divide the division into two almost equal parts. Numerous rivers flow from these mountains into the China Sea and Manila Bay on the western and eastern coasts. The leading agricultural products are rice, sugar cane, and corn. Many garden vegetables are raised both for local and Manila markets, and other products, such as bananas, pineapples, papayas, mangoes, and other tropical fruits can be found in the local markets. Valuable fishing is found on the eastern coast and the mountainous regions abound in wild game such as deer, wild hogs, and wild chickens. The Bureau of Agriculture has a farm experiment station at Lamao, about 10 miles south of Balanga—the work of this station being confined mostly to the growing of tropical fruits and vegetables. The Bureau of Forestry has an experiment station at Limay. An American is in charge at each of these stations. The inhabitants are mostly Tagalogs. The mountainous regions of the division are inhabited by about 1,600 Negritos who have no fixed homes but wander about in search of food which consists largely of fish, wild animals, roots, and fruits. No schools have as yet been established

among them. Mariveles, in the southern part of the division, is situated on a good harbor and has an abundance of pure water and is an important quarantine station. Balanga, the capital of the province, is situated on Manila Bay about 30 miles from Manila; Orani and Orion are the other large towns in the division. A first-class macadam road extends from Balanga to Orani, a distance of 8.6 miles; from Orani to Dinalupihan, the most northern town, and from Balanga to Orion there are good second-class roads. These roads connect eight of the towns of the division with one another. Steamers are leaving for and going to Manila daily, giving a daily mail service. Balanga and Dinalupihan have telegraph stations and Balanga has communication with several towns by telephone. The average rental of houses suitable for Americans is about ₱20 per month. Furniture and other household effects are difficult to obtain here, but can be ordered from Manila daily. The water supply, in most of the towns, is secured from artesian wells.

Batangas.

Area	square miles....	1,201
Population		257,714
Annual school enrollment		15,593
Number of schools:		
High		1
Trade		1
Intermediate		10
Primary		123
Number of teachers:		
American		15
Filipino Insular		29
Filipino municipal		225

The Province of Batangas lies along the coast of the China Sea about 90 kilometers south of Manila. The surface of the province is, for the most part, a fertile coastal plain, sloping gradually from the interior highlands to the sea. In the interior of the province the plain reaches an altitude of about 1,000 feet, and the climate at this height shows a great improvement over that of the coast where the climate is similar to that of Manila. Owing, however, to the proximity of the sea, there is generally a cool breeze, even on the hottest days, and the nights are always cool and refreshing. The people are Tagalogs with a considerable intermixture of Chinese blood. The Batangueño is more developed industrially than most Filipinos, the people of Taal being particularly proficient in the arts and industries. Farming is carried on under the "apacero system," the principal crops being sugar, upland rice, and corn. During the dry season all the common vegetables are raised and can be bought very cheaply in the markets. The railroad connecting Batangas with Manila furnishes quick and convenient transportation between the province and that town. The coast towns east of Balayan are visited three or four times a week by steamers of the Ternate line and Balayan and Nasugbo have regular weekly steamers. There is a good provincial road system which connects nearly every municipality of the province with the capital. There is a daily mail both ways between all stations on the railroad and Manila, and mail for other towns of the province is delivered twice a week. The Interisland Express Company maintains an office in Batangas. Civilians located near Batangas are able to secure medical treatment from the military doctors at Camp McGrath. Civil employees are allowed to buy fresh meat and bread from the post commissary. Cooking utensils, staple groceries, and the more common articles of clothing can be bought in the larger towns of the province at prices slightly in advance of those of Manila, and there are, in most towns, good tailors who receive work at quite reasonable prices. Bed clothing and furniture can be

bought to much better advantage in Manila than in the province. House rent runs from ₱10 to ₱20 in the province, but in the capital and in towns reached by the railroad, it is about 50 per cent higher.

Bohol.

Area	square miles....	1,511
Population		269,324
Annual school enrollment		37,665
Number of schools:		
High		1
Intermediate		2
Primary		195
Number of teachers:		
American		18
Filipino Insular		30
Filipino municipal		314

The school division of Bohol includes the Island of Bohol and all adjacent islands belonging to the province. Most of the inhabitants live on the narrow coastal plain along the southern and western coasts. The interior of the province is a great treeless, cogonal plateau. The people living along the south are engaged in farming, fishing, and trading. A rich border of coconut palms fringes the entire coast, and furnishes the principal money product exported from the province. Stock raising is the principal industry in the interior and on the northern coast. As a commercial province Bohol ranks low. On account of the lack of trade and poor harbors, none of the large steamers touch the province. The people buy little and sell little, but by thrift and energy produce nearly all necessities at home. Teachers en route for Bohol will first have to go to Cebu, as regular steamers come to Bohol from no other point. Every Monday evening Smith, Bell & Co., Cebu, despatches a mail steamer for Bohol. On alternate Saturday mornings a Coast Guard cutter leaves Cebu for Tagbilaran. The provincial launch, *Bohol*, also makes frequent but not regular trips to Cebu, carrying passengers and freight. From Tubigon on the west coast to Kandihay on the east coast there is a stretch of 150 kilometers of excellent road maintained by the province, which passes through thirteen of the sixteen school districts into which the division is divided. At the headquarters of every supervising district a suitable house for the supervisor may be found, the average rent being ₱10 per month. Rent in Tagbilaran is about double what it is in the districts outside. It is not an easy matter to purchase furniture in the local market, as very little of it is manufactured in the province. In nearly every town in the division is one or more bored wells equipped with iron pumps, furnishing an abundance of wholesome water. Fish, fruit, and vegetables in season are to be had in all districts along the coast. Chickens and eggs are plentiful and may be purchased at a low rate everywhere. Mail from Manila is received in Bohol on an average of six times during the month, and is dispatched for points outside the province once a week regularly, and sometimes oftener. Mail is dispatched from the division office to every town in the province twice a week, and is received in Tagbilaran twice a week from each town. Twenty-one of the thirty-three municipalities in the division are connected with Tagbilaran by telephone. There are only three supervising districts not connected with the division office by telephone, and none of the supervisors in these particular districts is more than 10 kilometers from a telephone in some other district. The only telegraph station in the province is located at Tagbilaran. There is a Scotch physician in charge of the Presbyterian mission here. A movement is on foot for the establishment of a hospital to be operated in connection with this mission.

Bulacan.

Area	square miles....	1,173
Population		223,327
Annual school enrollment		18,124
Number of schools:		
High		1
Trade		1
Intermediate		10
Primary		132
Number of teachers:		
American		22
Filipino Insular		23
Filipino municipal		189

The division of Bulacan, located 15 kilometers north of the city of Manila, comprises eighteen municipalities, fifteen of which are located in the immediate vicinity of railway stations or within a few minutes ride from such places, while the other three towns—Angat, Norzagaray, Hagonoy—may be reached by short drives. The people, who are Tagalogs, are chiefly occupied in the cultivation of rice, but some sugar is also made, and lumbering is quite important in the town of Norzagaray. There are several rice factories in Malolos, the capital, and in other towns. All towns and most villages in the province can be reached by motor cycle or carromata during the dry season, but after the rainy period has set in many villages can be visited only on horse back or by boat. Hospitals in Manila can be reached by train and ambulance from Malolos within two hours; but due to the splendid water obtained from the many artesian wells throughout the province, there are very few cases of illness. There are two attractive resorts in the province, one being at Marilao, and the other at Sibul. At both places are baths of sulphur water and at Sibul a sanatorium is being established. All towns in the province have communication with the provincial capital by telephone and from there, more distant points may be reached by telegraph. Mail is received and dispatched at Malolos twice each day. Good houses may be rented in all towns, excepting Malolos, at about ₱20 per month; vegetables may be obtained in the local markets; and rice, meat, butter, and other commodities can be obtained daily or as needed directly from Manila. Prices of commodities are in general considerably higher than in provinces more remote from Manila.

Cagayan.

Area	square miles....	5,052
Population		152,825
Annual school enrollment		14,155
Number of schools:		
High		1
Intermediate		7
Primary		114
Number of teachers:		
American		16
Filipino Insular		31
Filipino municipal		174

The school division of Cagayan occupies the northeastern corner of Luzon, and embraces the province of that name together with the subprovince of the Batanes, a small group of islands north of Luzon. The province is sparsely inhabited, most of the people living along the Cagayan River, its chief tributary, the Chico, and on the northern coast. The western part is bordered by Mountain Province; the eastern is traversed by the practically unexplored Sierra Madre Mountains, while the rest, a vast "cogonal" plain, forms the lower part of the Cagayan Valley. Most of the people of this province are Christians, both the native

Cagayanes and the Ilocanos who have in the last two decades been immigrating to Cagayan in large numbers. But the more inaccessible and mountainous parts of the province toward the east and west contain numbers of Negritos and some Tinguianes, Gaddeanes, and other Malayan wild tribes, who carry on a limited trade with the Christians. The cultivation of tobacco is by far the most important industry in Cagayan. Due to the extensive trade in tobacco, a number of Americans, Spaniards, and other foreigners have taken up their residence in various parts of the province. A club composed of American officials, foreigners, and the better class of Filipinos is maintained at Tuguegarao. An American doctor lives here. A sawmill with which several Americans are connected is located near the town of Cattaran. Passengers for points in Cagayan take the boats of the Compañía General de Tabacos, and Ynchausti & Co., which leave Manila on alternate Thursdays, arriving in Aparri on Sundays. At Aparri, connection is effected with launches for towns up the river. Passengers for the northern coast cross the river at Aparri and proceed by carromata to Abulug. The full fare from Manila to Aparri is ₱40. The Batanes Islands may be reached by steamer from Manila three or four times a year only. Occasionally sailboats cross over from Aparri, but travel in this manner is dangerous, even under the most favorable conditions, on account of the strong currents. With the exception of the road from Aparri (Linao) to Abulug, and that from Tuguegarao to Alcala, now under construction, there are no graded roads in the province. Travel is done on horseback, on foot, and by "barangayans" and launches on the main river and its tributaries. During the flood season, from October to December, all means of communication are at times interrupted for from two to five days. Teachers assigned to this province, whether engaged in supervising work or not, will find it of advantage to own their horses. Native ponies may be bought for from ₱60 to ₱150. The average rental of houses suitable for Americans is from ₱10 to ₱20, in the larger towns somewhat more. The water supply, except in towns on mountain streams, is secured from wells. Furniture and other household effects are difficult to obtain. Fresh meat, fish, vegetables, and fruit in season are obtainable in all towns. Canned supplies may be purchased in Aparri and Tuguegarao only, the cost being somewhat high, though not excessive. In most towns mail is received from and dispatched for Manila once a week. Telegraph stations are located at Aparri, Alcala, Amulung, Lallo, and Tuguegarao. Several of the towns surrounding Tuguegarao have telephone connections with that town. The Interisland Express Company maintains offices at Aparri and Tuguegarao.

Camarines.

Area	square miles....	3,279
Population		233,472
Annual school enrollment		15,555
Number of schools:		
High		1
Intermediate		13
Primary		122
Number of teachers:		
American		18
Filipino Insular		24
Filipino municipal		160

The school division of Camarines embraces the entire Province of Ambos Camarines which was formed by merging the provinces formerly known as Camarines Norte and Camarines Sur. The inhabitants are in the main Bicolis. Negritos inhabit the mountainous regions and the Island of Butawan. Camarines, as the name implies, was the granary or storehouse of southern Luzon and the adjacent islands. Hemp and rice are the chief products. The making of copra is rapidly becoming an important industry. A number of Spaniards

are located in Camarines and are engaged in farming and mercantile enterprises. Of the Americans not in the Government service here, five have acquired plantations and are giving their attention to "haciendas." Communication with Manila is rather difficult. Interisland boats from Manila come up the Bicol River to Nueva Caceres. While this is the usual freight route, passengers can make the trip to Nueva Caceres from Manila by disembarking at Pasacao and making the journey overland. From Pasacao to Pamplona, a distance of 11 kilometers, transportation can be secured in a "talabon," and from Pamplona to Nueva Caceres in banca (time two and one-half hours). The contract boat at the present time calls at Pasacao from Manila on the ninth and twenty-fifth of each month. Supervising work in this division is difficult in most of the districts owing to the extent of territory to be covered and the number of isolated towns that comprise some of the large districts. The province is divided by natural features into three rather distinct parts: Camarines Norte, Partido of Lagonoy, and the valleys of the Bicol and Libmanan Rivers. Camarines Norte can be reached best by crossing San Miguel Bay in the interisland boats that ply between Nueva Caceres and Manila. Traveling has to be done by banca and walking. Sometimes a launch can be hired but the rates are excessive. There are more Americans in the mining town of Paracale than in any other town in the province. This district has telegraphic communication with Nueva Caceres, but the mail facilities are poor. The "Partido of Lagonoy" is the strip of country lying on the opposite side of Mount Isarog from Nueva Caceres. This part of the province, with the exception of Caramoan, receives mail direct from Manila, and has a better and more regular mail service than the provincial capital. The towns in the Bicol Valley have easy communication with Nueva Caceres and are all connected by excellent roads. A steamboat plies the Bicol River between Nueva Caceres and Nabua, and the towns of Bato, Nabua, Iriga and Baao are connected by an automobile line. In the large district of Libmanan, comprising the towns of Libmanan, Sipocot, Lupi, Ragay, and Cabusao the only means of travel is by banca and walking. Libmanan, the headquarters of the supervising teacher, is the most important town but the telegraph station is in Sipocot. There is a biweekly mail service from Libmanan to Nueva Caceres, but in the other towns the service is rather irregular. The headquarters of the supervising districts are all connected with Nueva Caceres by telegraph with the exception of Libmanan, Pamplona, Nabua, and Calabanga-Tinambac. The average rental of houses for Americans is from ₱10 to ₱30. The full fare on interisland boats from Manila to Pasacao is ₱20; from Manila to Nueva Caceres up the Bicol River, ₱40. An American doctor is located in the "Partido of Lagonoy" and two at Nueva Caceres. There are excellent markets in all the large towns of the province. The health conditions in Camarines are perhaps far above those of the average province. Artesian wells have been drilled in most all the towns where mountain streams are lacking. Lanot Springs, near the mouth of the Bicol River, furnishes a superior mineral water and has become a health resort for many of the Americans and natives of the province during the hot season. The sulphur springs of Sipocot and Pasacao are also well known.

Capiz.

Area	square miles....	2,322
Population		278,940
Annual school enrollment		23,353
Number of schools:		
High		1
Intermediate		3
Primary		141
Number of teachers:		
American		23
Filipino Insular		32
Filipino municipal		239

The school division of Capiz occupies the northern part of Panay Island and the islands of the Romblon group. It is by nature divided into three sections: The Panay Valley in the east, consisting of a low swampy plain covered by rice fields and nipa swamps; the Aklan Valley on the west, consisting of rice and cocoanut lands; and the Romblon section. The principal commercial and industrial centers are Capiz, the northern terminal of the Capiz-Iloilo Railroad, in the eastern section; Calivo near the mouth of the Aklan River; and Romblon on the little island of the same name. The inhabitants are almost all Visayans. A few Negritos are found in the hilly country near the boundaries of Iloilo and Antique. A contract boat leaves Manila on the 1st, 10th, and 20th of each month touching at Romblon, Calivo, and Capiz, returning over the same route; the fare is ₱25; two other commercial boats make the same trip every ten or twelve days. The contract boat for Tacloban touches at Romblon going and coming. By means of the railroad to Iloilo, Capiz has the same connection with Manila as Iloilo. The run from Capiz to Iloilo takes about five hours. The first-class fare is ₱5.75. Communication and transportation within the division is rather difficult, with the exception of those towns located on the Iloilo-Capiz Railroad. In the eastern division there are about 15 kilometers of improved road. All other transportation must be made by rowboat or by horse over poor and swampy trails. In the western division there are about 25 kilometers of improved road. There are no improved roads in the Romblon division, communication being effected by sailboats between the islands and by horse over fair trails on the larger islands. Repeated scourges of surra have killed almost all the horses in this division. Good horses cannot be bought for less than ₱200, except on the Island of Tablas where the disease has not been so prevalent. Most supervising teachers find it necessary to buy their own horses. Mail is received from and dispatched to Manila in Capiz three and four times a week; in Calivo about once a week; in Romblon about twice a week. Mail is distributed from Capiz to the municipal centers twice a week in the Panay Valley, once a week in the Aklan Valley. Romblon is the only post-office in the subprovince. The distribution of mail in the subprovince is dependent upon the weather and the disposition of municipal officials. Dao, Capiz, New Washington, Calivo, and Romblon have telegraphic connections. Houses suitable for Americans rent for ₱20 to ₱40 in the central towns and for about half that in other towns through the province. The Baptist Mission Society maintains a hospital in Capiz with a competent doctor and nurses. The markets afford a good supply of chickens, eggs, and fish, a fair supply of vegetables, but little fruit.

Cavite.

Area	square miles....	619
Population		134,779
Annual school enrollment		11,804
Number of schools:		
High		1
Intermediate		5
Primary		66
Number of teachers:		
American		13
Filipino Insular		24
Filipino municipal		157

The division of Cavite consists of the Province of Cavite and the Island of Corregidor. It forms the southern and western boundaries of Manila Bay. Its coastline is deeply indented with rivers and bays, and dotted with populous towns. From the coast, the land gradually rises and forms a fertile stretch of rice and sugar territory, densely populated. The upland towns Alfonso, Indang, and Silang, rich in hemp and copra, are situated in altitudes ranging from 900 to 1,400 feet above sea level. The climate is invigorating and healthful,

and draws from the lowlands during the hot months a large number of visitors. The Talisay and Sungay ridges form the southern boundary of the province. The principal industries are farming, fishing, and salt making. Considerable corn, rice, hemp, sinamay, salt, sugar, and copra are exported. Fruit and garden truck are raised in such abundance that little or no canned fruits or vegetables need be purchased. The province is well provided with good roads connecting the towns, open all the year except during the worst months of the rainy season. The railroad connects nearly all the towns in the province with Manila. Alfonso, Indang, and Silang are the only municipalities in the division farther from a railroad station than thirty minutes' ride over good carromata roads. The mail and telegraph facilities are exceptionally good. Three mails daily leave Cavite for Manila and three weekly are delivered to all the towns in the province except Alfonso, which has only two deliveries—Tuesday and Saturday. There is telephone communication with all the towns and with Manila; Naic and Cavite are telegraph stations. At Cavite, there is a naval hospital to which civilians are admitted. Suitable quarters, of strong materials, can be secured readily at rentals ranging from ₱15 to ₱45 per month. The water supply in all the coast towns is obtained from artesian wells. The water, however, should be boiled. In the upland towns, spring water is used, unboiled, by everyone without evil results, although to be on the safe side it should be sterilized. Fresh meats, fish, vegetables and fruits can be purchased in all the towns. Ice and cold-storage meats, vegetables, and fruits may be secured daily in the lowland towns from the Manila cold-storage companies.

Cebu.

Area	square miles....	1,939
Population		694,590
Annual school enrollment		47,912
Number of schools:		
High		1
Trade		1
Intermediate		8
Primary		329
Number of teachers:		
American		29
Filipino Insular		49
Filipino municipal		624

The name Cebu is closely connected with the historical voyages of Magellan and Legaspi, and the monument upon the Island of Mactan marks the event possibly more than the exact spot where the first circumnavigator of the globe lost his life. Cebu occupies a position of great commercial advantage, being almost in the center of the Visayan group. The city of Cebu has a fine protected harbor, and a sea wall where the largest ships that pass through the Suez can discharge and take on cargoes of hemp, copra, and sugar. Two very excellent roads cross the island, one from Cebu to Toledo—a distance of about 40 kilometers; and one from Carcar to Barili—a distance of 22 kilometers. The richest and best cultivated tracts lie near the towns of Carcar, Barili, Dumanjug, Sibongan, Argao, Toledo, Badian, Tuburan and Bogó. The southern portion of the island, on the eastern side, is very stony, and crops are uncertain. Bogó is the center of the sugar district; Tuburan, Dumanjug, and Sibonga, tobacco. Carcar and Barili are great corn markets. Some hemp is shipped from Badian, and copra from the towns on the western coast south of Badian. The indigo plant is found in abundance near Oslob, also a kind of tree cotton called "gapas," "kapok," or "doldol." Cebu Province includes the Island of Bantayan, famous for its pearls and shells, and for its export of fish, and the Camote Islands, consisting of three small islands some distance from the mainland. A railroad connects the towns 40 miles south of the city of Cebu to Argao, and 20 miles north to Danao. Six trains a day traverse this road. In the northern and southern parts

of the island the roads are bad, and the districts large, but on account of so many people living near the sea, not so difficult of supervision. The city of Cebu has all the advantages of a city of the Orient. Ice plants, cold storage, electric light, automobiles, new waterworks under construction, and a street railway in projection. Mail from Manila will average almost triweekly. Except the islands, every part of the mainland is reached by a mail service twice each week. In the city of Cebu expenses are about the same as in Manila. In the province, house rent is from ₱10 to ₱30. The stores sell at the same prices as Manila, and you can buy at wholesale as well as retail prices. There is a direct line of steamers to Hongkong, Liverpool, Boston, New York, and European ports. The climate of Cebu is dry and warm. Typhoons are not frequent and severe storms very rare. Cebu has three fine clubs, one English newspaper, and about five Spanish-Filipino newspapers. The Insular Hospital for the Southern Islands is located in Cebu, also a railroad hospital. The War Department will soon establish a permanent post near Cebu at Mabolo. At present Warwick Barracks is located in the city of Cebu, occupied by six companies of infantry. Most of the towns are connected by telegraph. The market for vegetables in Cebu is good and mangoes are found nearly every month in the year. Price of living in the province is about the same as in other provinces. Teachers coming to Cebu need bring nothing except their usual baggage; everything can be purchased here at prices that would save freight. A large hardware store will be opened in a few weeks selling in wholesale and retail quantities.

Ilocos Norte.

Area	square miles....	1,330
Population		177,667
Annual school enrollment		19,215
Number of schools:		
High		1
Trade		1
Intermediate		6
Primary		125
Number of teachers:		
American		15
Filipino Insular		24
Filipino municipal		215

The school division of Ilocos Norte is coextensive with the province of the same name occupying the northwest corner of Luzon between the Cordillera Central and the China Sea. The southern end extends down between Abra and Ilocos Sur. Peaks along the eastern border tower up to 6,000 and 7,000 feet. The rivers rise in these mountains and flow thence in a westerly direction to the China Sea. Practically all the arable land lies along these rivers and in the narrow coastal plain. Extensive systems of irrigation divert the waters of these rivers onto the rich alluvial soil insuring several crops a year of rice, corn, beans, tobacco, fruit, and vegetables. On the hills which always seem to surround you, sugar cane, maguey, cotton, and indigo are grown; cattle and horses are grazed, and timber, bamboo, fire wood, and fibers are secured. Ilocos Norte has the most extensive systems of irrigation in the Philippines and intensive cultivation is practiced to such an extent that the province is economically independent in spite of its dense population. The people produce practically all of the food, drink, and clothes they use. The population is almost entirely composed of Christian Ilocanos. A few Tinguianes live on the Abra border, while further north the savage Apayao sticks to his mountain regions. In the mountains the hunter will find wild carabao, cattle, pigs, and deer. The sea yields salt and fish. For ₱31 you may embark on a Thursday in Manila for Currimaos. If the weather is good and you are fortunate, you will reach your destination some time Saturday. On the return trip the boat will pick you up

Wednesday, Thursday, or Friday. From Badoc a broad highway runs through Currimaos and thence north 29 kilometers through Paoay, Batac, San Nicolas to the capital, Laoag. Thence eastward other good roads extend to Vintar, San Miguel, Piddig, Dingrass, and Solsona. Another good metaled road communicates with Bacarra, Pasuquin, and Bangui, the northernmost town. Telephone lines connect all of the towns with the capital, which in turn is connected with Manila by a telegraph line. Batac and Badoc are the other telegraph stations. Quite a colony of Americans live in Laoag, which is one of the largest municipalities in the Islands. The Christian Mission supports a hospital presided over by an American doctor. Houses cost from ₱15 to ₱30 per month. The market furnishes sweet potatoes, tomatoes, eggplants, onions, squash, greens, beans, and other vegetables in abundance. All kinds of native fruits may be had in their season. Beef can also be purchased. Several stores sell canned goods, flour, potatoes, butter, milk, etc. The prices are somewhat higher than in Manila, due in a measure to the extra cost of transportation. Other towns have poor public markets and depend on the Laoag markets. Houses are cheaper in outside towns, but are rarely suitable for Americans.

Ilocos Sur.

Area	square miles....	1,642
Population		214,342
Annual school enrollment		16,538
Number of schools:		
High		1
Intermediate		12
Primary		146
Number of teachers:		
American		22
Filipino Insular		53
Filipino municipal		238

The school division of Ilocos Sur consists of Ilocos Sur and the subprovince of Abra, and is located in the northwestern part of Luzon. Ilocos Sur proper is a narrow coast plain extending along the China Sea for about 75 miles. Abra is inland across the Ilocos Mountain Range. The people are Ilocanos with the exception of about 25,000 non-Christian Tingulanes who live principally in Abra and in the foothills of Ilocos Sur. The people in Abra live principally in the Valley of the Abra River and its tributaries. This river drains the entire subprovince. It breaks through a gap in the Ilocos Mountains just east of Vigan and empties into the China Sea at Pandan, the port of Vigan. Communication with Manila is by boat and by boat and rail. One contract boat arrives from Manila every week. A launch also plies between Dagupan and Pandan and makes connections with the Manila-Dagupan Railway at Dagupan. This launch makes a round trip every week. The fare from Manila to Pandan by boat is ₱28 first class. The fare by rail from Manila to Dagupan and from Dagupan to Pandan by launch is about ₱15 plus the cost of meals in transit. The most convenient way to travel is by boat from Manila. During the dry season, from November to April, the boats from Manila stop at Pandan. During the rainy season, from May to October, the Manila boats stop at Pandan if the weather permits, otherwise at Salomagu. Pandan is 3 miles south of Vigan and Salomagu is 18 miles north. The roads to these places are good. A carromata to Pandan costs ₱1.50 and to Salomagu about ₱1. There is a graded road running through Ilocos Sur from north to south. This road passes through every municipality of Ilocos Sur except three, which are very near to Vigan and have good roads running out to them. The Ilocos Sur road is about 120 kilometers in length and about 80 kilometers of the same is first class. Communication between Ilocos Sur and Abra is by river and on horseback. A person can go on horseback from Vigan to Bangued, the capital of the subprovince, in about five hours. In Abra itself transportation

is on horseback. Only a few kilometers of first-class road exist in the sub-province, around Bangued. Horseback transportation costs from ₱1.50 to ₱2.50 per day throughout the division. It is advisable for supervising teachers to own their horses. Two mails are received from and dispatched to Manila every week. Two mails go out from Vigan to the various municipalities every week and two mails come into Vigan from the various municipalities as often. There are five telegraph stations in the division, Vigan, Bangued, Candon, Narvacan, and Cabugao. There are money-order offices at the same places. The only express station is at Vigan. Rent varies from ₱10 to ₱40. The average is perhaps in the neighborhood of ₱20 per month. There are good market facilities in Vigan and in Bangued. They are fair in the other places mentioned. Commissaries can be bought in Vigan at reasonable cost. Some can be bought in Bangued and in Candon but the cost is high. Most teachers order directly from Manila. Houses can usually be rented furnished for the prices given above. American beds and blankets and stoves must be bought in Manila. There is an American doctor in Vigan but no hospital. There are about twenty Americans in Vigan, from eight to ten in Bangued, and a few in other towns of the province.

Iloilo.

Area	square miles....	2,027
Population		403,932
Annual school enrollment		25,997
Number of schools:		
High		1
Trade		1
Intermediate		16
Primary		190
Number of teachers:		
American		31
Filipino Insular		34
Filipino municipal		362

The Province of Iloilo occupies the eastern portion of Panay and the Island of Guimaras. On the mainland the province has a coast line of about 175 kilometers. Generally the land along the coast is low, in places the foothills from the mountains of the interior run down to the sea. The province is traversed by two important rivers, the Jalaud and the Tigon. The richest lands of the province are those of the broad valleys of these rivers, the level stretches around Sara, and the narrow plains along the coast. The Island of Guimaras is hilly and mountainous. The people are Visayans. The leading agricultural productions of the province are rice, sugar, and copra; the manufacture of fabrics from native fibers forms an important home industry. Mail is usually received from Manila about two or three times a week, and at times almost daily. Two cable lines connect Iloilo with Manila, and there are cable connections with other places. Communication between most of the towns of the province is good, except during the rainy season. All the towns, with the exception of Miagao and San Joaquin, are connected by a provincial telephone system, and there is a telegraph station in Miagao. There is a railroad running from Iloilo to Capiz that passes through the towns of Jaro, Santa Barbara, Pototan, and Passi, while there are first-class wagon roads in the municipalities of Sara, Iloilo, Pavia, Oton, Jaro, Santa Barbara, Pototan, and Passi. The town of Buenavista has no telegraphic communications with other towns; but the mail service is daily, and it is only about a half hour's travel from Iloilo. Sara is reached by sea to Ajuy, Concepcion, or San Dionisio, and from there overland. The road from Ajuy to Sara is first class. Balasan is reached by a sea trip to Estancia, and thence overland. Miagao and San Joaquin can be reached better by sailboat. There are good roads from Pototan to Janiway and Barotac Nuevo, and the road from Pototan to Cabatuan is fair. The travel of the supervising teachers in their districts is

usually done on horses. In Guimaras, however, the schools almost without exception are along the coast, and, as land travel on the island in most places is difficult, the supervising teacher usually travels by sailboat. The cost of living for the American teachers in Iloilo is about the same as it is in other provinces. House rent in the interior towns is from ₱10 to ₱20 a month, while in Iloilo a suitable house will rent for ₱35 or ₱40. New teachers need not make purchases for living outfits and supplies before coming, as anything needed can be bought in Iloilo. There are several hospitals and clubs in Iloilo. The markets of the towns of this province usually contain little more than native vegetables, chickens, and eggs. Occasionally fresh meats are sold, but in most of the markets of the interior fresh meat is not sold regularly.

Isabela.

Area	square miles....	5,018
Population		68,793
Annual school enrollment		4,996
Number of schools:		
High		1
Intermediate		3
Primary		52
Number of teachers:		
American		7
Filipino Insular		12
Filipino municipal		69

The school division of Isabela is composed of the Province of Isabela in the northeastern part of Luzon and south of Cagayan Province. It is one of the largest provinces in Luzon but is sparsely populated. The eastern part is traversed from north to south by the Sierra Madre Mountains which are covered with forests inhabited by a small number of roving Negritos and Kalingas. The western part of the province lies in the foothills of the Caraballo Mountains and is a treeless uninhabited district used for hunting by both the Christians and the Kalingas and Igorots of the Mountain Province. The central portion forms the upper part of the Valley of the Cagayan River. The soil in this valley is exceedingly fertile and well adapted to the production of tobacco, the principal crop. Corn is rotated with tobacco. Some rice, beans, and garden truck are also raised. The best tobacco in the Islands is raised in this province. Tobacco and lumber are the only exports. Most of the people are Cagayanes and Ilocanos, there being about an equal number of each. The Cagayan is a native of the province while the Ilocanos have come from the Ilocos Provinces. There is a continual immigration of these people. Passengers from Manila for Isabela take the boats of the Compañía General de Tabacos, and Ynchausti & Co, which leave Manila on alternate Thursdays arriving in Aparri on Sunday or Monday. At Aparri, connection is effected with launches for towns up the river as far as Ilagan, the capital of Isabela Province. Towns south of Ilagan may be reached by barangayans (sailboats) and by horses. The full fare from Manila to Aparri is ₱40 and from Aparri to Ilagan ₱20. With the exception of Santiago, which is connected with Echague by a first-class road, all of the towns in the valley are on the Cagayan River and can be reached by boat. Horseback travel is, however, the usual mode of travel in the province. While there is only one short piece of first-class road, Echague to Cordon, the trails are quite good, especially in the dry season. During the wet season from October to December, land travel is frequently impossible for several days at a time. Teachers will find it to their advantage to own ponies. A native pony can be bought for from ₱70 to ₱150. All towns where Americans are stationed are connected with Manila by telegraph. All towns except Palanan have a weekly mail service. Mail from Manila reaches

Ilagan in eight days. The Interisland Express Company has an agent at Ilagan. Suitable houses of strong materials may be obtained in every town. The rental is from ₱10 to ₱30 per month. The water supply is obtained from mountain streams. Fish, vegetables, and some fruits are obtainable in season, but it is necessary to keep on hand a good stock of canned supplies. Only the most common canned goods are kept in each town and these at somewhat high prices. There is a civil supply store at Ilagan where ordinary canned goods are sold to civil employees at Manila prices plus 10 per cent. The stock is, however, frequently exhausted. It is best to order in advance from Manila. Furniture and other household effects are difficult to obtain and had better be brought from Manila. Freight costs ₱20 per ton from Manila to Ilagan. There are a number of Spaniards and Germans scattered over the province most of whom are engaged in the tobacco business. An American doctor is stationed at Ilagan. A club composed of Americans, foreigners, and the better class of natives is maintained at Ilagan. Wild hogs, deer, and ducks abound in the province and a shotgun or rifle is a good investment.

Laguna.

Area	square miles....	629
Population		148,606
Annual school enrollment		13,744
Number of schools:		
High		1
Trade		1
Intermediate		10
Primary		88
Number of teachers:		
American		16
Filipino Insular		17
Filipino municipal		191

The Province of La Laguna embraces a plain extending back from the eastern, southern, and western shores of Laguna de Bay, from 2 to 20 miles, to the mountains which mark its boundary with the Provinces of Tayabas, Batangas, and Cavite. This fertile and well-watered slope, varying in altitude from 100 to 7,000 feet, furnishes ideal conditions for the cultivation of coconuts, rice, sugar, abaca, corn, and a great variety of fruits and vegetables, all of which find a ready market in Manila. The College of Agriculture of the University of the Philippines and also the Forestry School is located on the eastern slope of Mount Makiling, not far from Los Baños. The Agricultural College is becoming very popular with the farmers and teachers and promises to be a factor in making Laguna the garden spot of the Philippines. The Pagsanjan Gorge, Botocan Falls, and the Los Baños Hot Springs attract many tourists and visitors from Manila. Houses suitable for Americans are rather hard to obtain and rent for ₱10 to ₱40 per month. Excellent water is found in nearly all towns. Such supplies as can not be secured locally can be obtained in Manila. An American doctor is stationed in Santa Cruz. Several towns have telegraph connections and a provincial telephone system connecting nearly all the towns is maintained. The towns in the eastern part of the province are now connected with Manila by railroad. The railroad will soon be open to San Pablo on the Lucena line, and Magdalena on the Santa Cruz line. A first-class road extends from San Pedro Tunasan to San Pablo and from Santa Cruz to Pagsanjan, Magdalena, and Majayjay. The towns of Cavinti, Luisiana, and Santa Maria can be reached only on foot or on horseback. Steam launches leave Manila at 6.30 a. m. daily for the Laguna ports from the Pasig end of Calle San Jacinto and arrive in Santa Cruz about 2 p. m. Launches leave Santa Cruz at 6.30 a. m. daily and arrive in Manila about 1 p. m.

Leyte.

Area	square miles....	3,008
Population		389,631
Annual school enrollment		34,515
Number of schools:		
High		1
Trade		1
Intermediate		11
Primary		249
Number of teachers:		
American		23
Filipino Insular		28
Filipino municipal		384

The school division of Leyte comprises the large island of that name and several smaller islands separated from Leyte proper by narrow straits. Biliran and Panaon are the most important of the smaller islands. The province is quite thickly settled. A range of high mountains extends the length of the island from north to south and separates the eastern and western coasts. Leyte is one of the Visayan group of islands and the people belong to that tribe. A few people of other tribes have settled in the larger towns but their number is not considerable. The cultivation of abacá or hemp is the principal industry, this product being exported in large quantities. Rice, corn, tobacco, and camotes (a kind of sweet potato) are extensively grown, but not exported. Fishing is an important industry in the coast towns. Bananas and pineapples are abundant. Leyte has thirty-four coast towns and five towns in the interior. Tacloban, the capital, is situated in the northeastern part of the island at the head of San Juanico Strait. It has several wharfs where large ships can tie up. The town is built on a peninsula and the climate is very healthful. Ships arrive from and depart for Manila several times a week. They all carry mail. There are twenty-seven post-offices and fifteen telegraph stations in the province. Mail facilities are good. First-class fare to Manila costs ₱33. Every town in the province can be reached via Tacloban. Cebu and Iloilo can also be reached via Tacloban, by means of three Coast Guard vessels which pass Tacloban. Leyte is the banner province for school buildings, thirty-four central and barrio school buildings having been built in the different towns during the last year or are under construction in the province at the present time. Transportation between all coast towns is usually by water. The province has the Coast Guard cutter *Mindoro* under charter. She makes two trips around the province monthly, stopping at nearly all towns. Good roads connect Tacloban with some of the interior towns. Bicycles and motor cycles can be used to advantage. Horses may be rented at reasonable rates. Daily express wagons run between Tacloban, Palo, Tanawan, and Alangalang. Tacloban has three good grocery stores, an ice plant with cold stores, a drug store, three doctors, and an excellent market. Nearly all kinds of eatables can be bought here. Rent is very high in Tacloban. In the other towns, good houses may be rented at from ₱15 to ₱25 a month.

Mindoro.

Area	square miles....	4,024
Population		40,659
Annual school enrollment		5,368
Number of schools:		
High		1
Intermediate		2
Primary		48
Number of teachers:		
American		6
Filipino Insular		12
Filipino municipal		65

The school division of Mindoro consists of the large island of the same name, the Lubang group on the north, the Semirara Islands on the south, and the Islands of Concepción and Iling. In general, the province is sparsely inhabited. The interior is mountainous, but there are a number of plains near the coast, which are exceedingly fertile. The north and east coasts of Mindoro are favored with an exceedingly well distributed rainfall. There is no dry season when all growth is arrested. The interior is populated with Mangyans, who live by collecting forest products and by primitive agriculture. The Christian inhabitants are Tagalogs in the north and Visayans in the south. Mindoro abounds in game. Deer, wild carabaos, tamarao, wild pigs, ducks, pigeons, and wild chickens are found in all parts. The tamarao is a game animal found nowhere else in the world but in Mindoro. It seems to be a relative of the carabao, but is smaller and its small sharp horns stick straight up like those of an antelope. This animal is timid unless wounded, in which case it generally charges the hunter, and it has such surprising vitality that it is a very dangerous animal to shoot. Up to the present the most important product of Mindoro has been the timber taken from its magnificent forests. Many cattle are raised. Probably the finest hemp raised in the Islands is obtained near Pola on the east coast. Lately a sugar plantation has been established with American capital on the west coast. The steamer which at present connects Calapan, the capital, with Manila makes three trips a month. The sugar plantation runs its own steamer to Manila twice a week. Mails are received in all parts of the province three times a month at least. The means of communication most commonly used within the division is a ketch equipped with sails and auxiliary engine, and maintained by the Bureau of Navigation for the use of the province. Calapan is connected with Manila by cable, and a telegraph line will run down the east coast of Mindoro and across to the sugar plantation. Living conditions in the capital, Calapan, are agreeable. A company of Scouts is generally kept there. When the Scouts are stationed in Calapan rents are high and there is an American physician. When the Scouts are away, rents are low and there is no doctor. The other towns of Mindoro are more or less unsuitable for Americans to live in.

Misamis.

Area	square miles....	3,777
Population		137,090
Annual school enrollment		12,785
Number of schools:		
Intermediate		3
Primary		82
Number of teachers:		
American		10
Filipino Insular		40
Filipino municipal		101

Misamis is by natural features divided into three parts, the west coast, the east coast, and Camiguin Island. The west coast is a fertile coastal plain averaging 3 miles in width. Back of it tower the high mountains of the Moro Province culminating in Mount Malindang, the second highest peak in Mindanao. The east coast is similar to the west coast in most respects. The provincial capital, Cagayan, is situated on the Cagayan River, which forms, together with its tributaries, the main drainage system of the east coast. Camiguin Island is separated from the mainland by a narrow strait. It is volcanic and has two active volcanoes. The principal town is Mambajao, probably one of the most progressive municipalities in the Philippine Islands. The principal products are rice, hemp, and coconuts. Excellent steamer service connects all parts of the province with Manila and Cebu. Mail is received from and dispatched for Manila once a week. No American doctor is stationed in the province, and teachers in need of medical assistance must go to Cebu or Camp Overton.

Mountain.

Area	square miles (estimated)....	6,000
Population		257,556
Annual school enrollment		4,926
Number of schools:		
Intermediate		2
Primary		48
Number of teachers:		
American		12
Filipino Insular		92
Filipino municipal		10

The school division of the Mountain Province extends from Camp One, its most southern point to point Babatken on the north coast of Luzon, a distance of over 150 miles in a direct course due north and south. This province is in the Caraballo Mountain region and most of the surface is high and uneven. Many sections are inaccessible, and parts are not yet fully explored. For the purpose of maintaining government, the Mountain Province is divided into seven subprovinces—Amburayan, Apayao, Benguet, Bontoc, Ifugao, Kalinga and Lepanto. Each subprovince is in charge of a lieutenant-governor, who has absolute control over the people of his province. The organized subprovinces are divided into townships, each with a secretary-treasurer in charge. As the different subprovinces represent conditions which are distinctly local, each will be discussed separately:

Amburayan: The subprovince of Amburayan contains many Ilocanos and many of the non-Christians have been in contact with civilization so long that there is not a considerable difference between the two classes. Tagudin is the port of the Mountain Province, consequently considerable shipping and trading is done at this point. Tagudin does not offer any harbor and the landing of freight during the southwest monsoon is very uncertain. Sometimes two months pass without a ship being able to land its cargo.

Apayao: Nothing has been done toward establishing schools in this subprovince. Communication with this section at present is via Aparri.

Benguet: Benguet schools are at present in much better condition than in any other subprovince. Manila is nearly a week nearer than Bontoc by mail communication. The cost of living in Benguet is greater than near Manila. Here is located the town of Baguio, the summer capital of the Philippine Islands, which may be reached in less than twelve hours from Manila.

Bontoc: Bontoc lies in the basin of the Cagayan River. It may be reached from Baguio over the Mountain trail via Cervantes or from Tagudin via Cervantes. A cart trail is now open from Tagudin to Bontoc, which fact should facilitate greatly the handling of freight. A twice-weekly mail service is sustained between San Fernando and Bontoc. The mail is carried on the backs of cargadores for the entire distance which is about 115 miles. Only two schools have been established in the subprovince, namely, the Bontoc Industrial School at Bontoc, and the public school at Sagada. The town of Bontoc offers many inducements as a place in which to reside. There is a civil commissary for all Government employees where foodstuffs can be bought at Manila prices or less. The Bureau of Health has a representative who will be in charge of a fine modern hospital which is under construction. Sagada is about three hours from Bontoc. The Episcopal Mission has quite a large institution here. A good American doctor is connected with the mission. There is no house available for an American teacher.

Ifugao: Ifugao lies south and east of Bontoc. There are three large settlements in this subprovince, namely, Banaue, Quiangan and Mayaoyao. Banaue and Quiangan have telephone connections with each other and with Bayombong which has telegraphic communication with the outside world. Foodstuff is expensive and must be carried in from Bontoc or Bayombong, which places have civil commissaries. Quiangan will be a desirable station for American teachers when the new building is completed. No satisfactory houses are at present available for teachers to rent.

Kalinga: Kalinga is north of Bontoc. It has many fertile valleys with excellent climatic conditions. Rice can be purchased at Lubuagan for ₱2.50 per cavan, while at Bontoc rice seldom sells for less than ₱10 per cavan. Kalinga has no schools at present. Lubuagan, the capital of Kalinga, has telephone communication with Bontoc, and all food supplies must be transported from Bontoc or Tuguegarao.

Lepanto: Lepanto is the most centrally located subprovince and has been supplied with schools for some time. Very little progress can be found even at Cervantes, the capital. Cervantes has very good facilities for prompt communication with other sections of the Mountain Province. Cost of living is higher than at either Baguio or Bontoc. There are a number of houses available for rent.

Nueva Ecija.

Area	square miles.....	2,169
Population		132,999
Annual school enrollment		14,440
Number of schools:		
High		1
Intermediate		8
Primary		93
Number of teachers:		
American		16
Filipino Insular		23
Filipino municipal		164

The province and school division of Nueva Ecija lies in central Luzon, in the upper valley of the Pampanga River. The northern and eastern edges of the province, which are bordered by the Caraballo del Sur Mountains and the Sierra Madre Mountains, respectively, are too hilly for agricultural uses, and are thinly settled. The central, southern, and western sections of the province are lowland and are almost perfectly level. About one-third of the lowland area is under cultivation. The rest is covered either with cogon, talahib, brush, or forest, and may eventually be made productive, the land not being used at present on account of scarcity of labor or of work animals. Rice growing is the principal industry, although the production of tobacco, sugar, and betel pepper is important and is increasing yearly. The province is strictly agricultural and very little attention is given to manufacturing, even for home consumption. However, in Gapang, some carromatas, shoes and chinelas, hats, mats, baskets, pottery, and cloth are made for local sale. In the lowlands of the province, drainage is slow, which is a good thing for the rice, but bad for the roads. During the rainy season, the unimproved roads and trails become almost impassable, and some towns and a large number of barrios can be reached at times only on foot, on the back of a carabao or by banca. A road system in the southern end of the province connecting six towns is always passable for vehicles, and one for the northern towns is well under way. Difficulties of travel have been considerably lessened by two branch lines of the Manila Railroad which extend into the province. One, leaving the mainline at Bigaa, terminates at Kabanatuan. The other, leaving the mainline at Paniqui, cuts across the northwest corner of the province, passing through Nampikaan and Kuyapo. To reach Manila by either of these lines requires four or five hours. All points on the railroad have a daily mail service. Most other towns have a triweekly service. San Isidro and Kabanatuan have telegraph offices, and the towns of San Isidro, Santa Rosa, Kabanatuan, Allaga, Likab, Bongabong, Pantabangan and Karranglan are connected by telephone. The province is generally healthful, and good artesian water is to be found in all but five of the towns. For treatment of light diseases common to the Philippine Islands, and in emergencies, most Americans and Europeans depend upon local doctors. In cases of serious illness, it is usual for not only Americans but Filipinos as well, to go to Manila as promptly as possible for treatment at one of the hospitals. Although Nueva Ecija will eventually be one of the foremost provinces in the Philippines,

it has not yet recovered from the destruction wrought during recent wars, and there are very few first-class dwelling houses. Rents, while not excessive, seem high when compared with those in localities better supplied with houses, or at a greater distance from Manila. The cost of living is perhaps a little higher than in Manila. In season, usual garden products can be found at almost any place in the province and some who live in towns on the railroad regularly procure from Manila ice, meats, and other supplies.

Nueva Vizcaya.

Area	square miles....	1,950
Population		22,006
Annual school enrollment		2,839
Number of schools:		
High		1
Intermediate		1
Primary		22
Number of teachers:		
American		5
Filipino Insular		28
Filipino municipal		28

Nueva Vizcaya lies in the center of north Luzon and is surrounded by the Mountain province, Nueva Ecija, Isabela, and the Pacific Ocean on the east. To reach the province, one goes by train from Manila to Dagupan; thence by automobile or carromatas to Tayug, Pangasinan, from which town one travels on horseback. Tayug is 70 miles from Bayombong; the trip usually takes three days. With the exception of the narrow level valley of the Magat River, the province is entirely mountainous. The mountains are covered with dense forests of heavy timber. The climate is fairly cool; and is considered much better than that of the usual lowland province. One can sleep comfortably every night of the year. Rain falls every month of the year. The months from September to November are very rainy; the driest season is from January to May. The people live entirely by agriculture. Rice is the main crop, and is exported. Tobacco, corn, cane, coffee, and a great variety of vegetables, including white potatoes, camotes, beans of all sorts, cabbage, and many other temperate and tropical products are raised. The usual native fruits are found in season. The Christian population, about 18,000 in number, lives in the Magat Valley. It is divided into three tribes—Ilocano, Gaddang, and Isinay, the Ilocanos being the most numerous. About 4,000 Igorots live in the southwestern part of the province. The large territory from the east side of the Magat Valley to the Pacific is occupied by the Ilongotes, one of the wildest and most interesting peoples in the Islands. There are usually about twelve Americans in the province, the majority of whom are located in Bayombong. There is always an American doctor stationed in Bayombong. Travel between the different towns is by horseback, although the road connecting Bayombong, Solano, and Bagabag is a good carromata road. The trails are always in fair condition, and all river crossings have bancas, so that travel, except in times of very high water, is never interrupted. Some of the trails leading to barrios are so bad in the wet season that they can be traveled only on carabaos. All towns are connected by telephone. The only telegraph station is at Bayombong. The Bayombong post-office includes a money order office and a second-class postal savings bank; there is also a second-class bank at Bambang. Mails arrive from, and leave for, Manila weekly. Living expenses are moderate. Good houses rent for from ₱10 to ₱20; servants are cheap; the Constabulary maintains an excellent commissary in Bayombong at which all sorts of provisions are sold; vegetables, fruits, eggs, and chickens can be had cheaply everywhere. Game abounds, so that fresh meat can usually be gotten. No clothing, blankets, bed linen, dishes, or toilet articles can be bought in the province. One fond of hunting could not find a better place; wild carabao, deer, wild hog, ducks, and a variety of smaller game, are found everywhere.

Occidental Negros.

Area	square miles....	3,130
Population		301,618
Annual school enrollment		23,298
Number of schools:		
High		1
Intermediate		15
Primary		141
Number of teachers:		
American		19
Filipino Insular		32
Filipino municipal		272

The Province of Occidental Negros, which comprises the school division of the same name, is separated from the Province of Oriental Negros by a range of forest-clad mountains which extend from north to south the whole length of the Island of Negros. The highest point in this range is Mount Canlaon, sometimes called Malaspina, an active volcano over 8,000 feet high. Extending from the foothills of the mountains to the sea is a level coastal plain which in fertility of soil is perhaps unsurpassed in the Philippines. This plain averages approximately 25 kilometers in width, and is cut by many wide deep rivers which are valuable for transportation and irrigation purposes. The growing of sugar cane and the making of sugar is the leading occupation of the people. Occidental Negros is the leading sugar-producing province in the Philippines. Lumbering is an important industry in the northern part. Two of the largest sawmill concerns in the Islands are located at 'Cadiz—The Insular Lumber Company and the Negros Philippine Lumber Company. The important products besides sugar and lumber are rice, coconuts, hemp, and tobacco. All tropical fruits grow well. Fish are found in variety and plenty. The people of Occidental Negros are Visayans, nearly all of them living within a few miles of the coast. In the mountain region there are many Negritos. The province is divided into twenty-two municipalities which together contain 350 barrios. Economic conditions are not uniform in this province. In most of the towns in the central part of the province the land is in the hands of the heavy landowners who are wealthy and prosperous. The people of this class are educated and cultured. Many of them have traveled extensively in Europe and America. The laboring classes on the farms form the mass of the rural population and their condition is perhaps worse than that of the poorer classes in other provinces. In the northeastern and in the southwestern parts of the province there are many small landowners. Along the west coast there is a well-maintained road which connects about one-half of the towns in the province. The road system is being extended each year. Upon these roads travel is by vehicle with horse or bull, and by automobile. In the extreme northern and in the extreme southern parts of the province there are good trails. Here travel is by horse or by small boats along the coast. All heavy transportation in the province is by water, the large rivers furnishing a cheap and excellent means for the transportation of products to market. People coming to Occidental Negros from Manila go first to Iloilo from which place there is almost daily steamer service to Negros. There is constant traffic by lorchas between all parts of the province and Iloilo. About twenty Americans, mostly officials of the Insular and provincial governments, live in Bacolod. The Bacolod Club which numbers among its members Americans, Europeans, and the leading Filipinos, is the social center. Supervising teachers can secure fairly good houses in each town. The average monthly rent is from ₱10 to ₱20. Household furniture, commissaries, etc., can best be purchased in Iloilo, although a limited stock is usually found in the local Chinese stores. All other necessities can be secured locally. Supervising teachers should own their own means of transportation—the motor cycle for districts upon the main road and the horse for districts which have no roads. Hiring horses or vehicles is not only difficult but unsatisfactory.

Oriental Negros.

Area	square miles....	1,864
Population		184,889
Annual school enrollment		17,684
Number of schools:		
High		1
Trade		1
Intermediate		1
Primary		129
Number of teachers:		
American		12
Filipino Insular		24
Filipino municipal		191

The school division of Oriental Negros, situated in the southeastern part of Negros Island, consists of the Province of Oriental Negros and the subprovince of Siquijor. As in most of the islands of the Philippines, the interior is mountainous and sparsely settled. The people are Christian Visayans, with the exception of some 30,000 or 40,000 Negritos and non-Christian Visayans living among the hills. With one exception, all of the nineteen towns on the sea can be reached by boat. Dumaguete, the capital of the province, is one of the most attractive of the provincial towns of the Philippines. It is reached by direct boat from Manila in about forty-eight hours and from Cebu in about eight hours. There is an average of over twenty-five steamers a month in the Dumaguete Harbor. Four boats are on the direct route from Manila to Dumaguete, two via Cebu, and one via Iloilo. Dumaguete is the site of Silliman Institute, an excellent private school under the supervision of the Presbyterian Board of Missions. Dumaguete has a hospital in charge of an American doctor, and an ice plant and three excellent American stores at which almost any needed article can be bought at a slight advance over Manila prices. All the municipalities of Oriental Negros, except those in the subprovince of Siquijor, are connected with Dumaguete by telephone or telegraph. Mail goes from Dumaguete to the other towns two and three times a week. There is a regular weekly steamer from Dumaguete to Siquijor. There are fairly good horse trails connecting all the municipalities of the division and the municipalities of Sibulan. Ayuquitan, Tanjay, Bais, Luzurraga, Bacong, Dauin, and Zamboanguita can be reached from Dumaguete by carromata. A first-class road from Dumaguete to Bais is under construction. The roads of Siquijor are excellent. All parts of the Island can be reached by horse or carromata. The principal products of Oriental Negros are sugar, copra, and corn. In municipalities, where American supervising teachers are located, suitable houses can be had at a reasonable rent. Native fruits, vegetables, and meats can be purchased in the local markets. All commissaries can be obtained at Dumaguete. A small Coast Guard steamer makes biweekly trips to Siaton, Tolong, Tayasan, Bais, and Guijungan. All other towns can be reached from Dumaguete in a few hours, by horse or carromata. In Dumaguete there is an American population of about forty. Americans frequently visit all towns of the division.

Palawan.

Area	square miles....	5,238
Population		28,022
Annual school enrollment		3,949
Number of schools:		
Intermediate		1
Primary		33
Number of teachers:		
American		4
Filipino Insular		24
Filipino municipal		30

The school division of Palawan is a small Archipelago occupying the southwestern portion of the Philippine Islands. It includes the Calamianes and the Cuyos groups of islands, the long umbrella-shaped island of Paragua, Balabac, the many islands which skirt their coasts, and Cagayancillo. The Cuyos group is thickly populated; Cuyo alone with an area of 21 square miles having about 8,000 inhabitants. Other parts are very sparsely settled. The Calamianes, of which the Island of Busuanga is the most important, are mountainous with rich valleys interspersed among the ridges which extend in all directions. There is no coastal plain and the towns are built on the narrow lowland strips and even on the unfertile slopes. Coron is the seat of the township government. The islands of the Cuyos group contain highlands, but a great proportion of the surface is cultivated. Cuyo is the largest town. It was formerly the capital of the province. The division superintendent of schools has his headquarters in this town. It contains a fine specimen of the famous church forts built in times past for protection against the Moros. High, rugged mountains extend throughout the length of Paragua. An area along either side varying from nothing to five or ten miles in width is very fertile. Puerto Princesa is the capital of the province. It has a fine harbor. A military station with hospital is there. Forty-five minutes by launch across the bay is the Iwahig penal colony which also has a hospital. This colony embraces a large reservation and is opening up a plantation of rice, sugar cane, and coconuts. It is installing a saw and planing mill, machine shop, threshing machine, rice huller, brick yard, and ice plant. The products of which there is a surplus for home consumption and use in the Calamianes, are cattle, carabaos and copra; in the Cuyos, cattle and copra; in Paragua, timber, cattle, and copra, and resins and wax, gathered by the non-Christian tribes who live in the mountainous parts, and somewhat away from the Christianized Filipinos. At Aborlan, 25 miles south of Puerto Princesa, there is an agricultural school for Tagbanuas on a reservation of some 200 hectares. House rental averages from ₱10 to ₱30. Water for household purposes is obtained from wells, springs, cisterns, and mountain streams. All furniture and other household necessities and conveniences should be brought from Manila. Chickens, eggs, fish, vegetables and fruits in season are obtainable in all parts at the usual prices; in Cuyo somewhat cheaper. Canned goods may be bought at Puerto Princesa, but in other towns the supply is very limited. Puerto Princesa is connected to the south with Iwahig, Aborlan, and Brooks Point by telephone. In Coron a telephone connects the principal barrios. From Manila this province is reached by the *Garcia Pitogo* of Messrs. Fajalte & Co. This steamer leaves Manila every twenty days stopping at Coron, Culion, Cuyo, and Puerto Princesa, and returns over the same route, making the trip in about fifteen days; fare to Cuyo being ₱35, and to Puerto Princesa ₱45. A customs cutter, with headquarters at Balabac, runs between Puerto Princesa and Kudat regularly meeting the steamer from Manila at Puerto Princesa. There is one good sailing vessel plying between Iloilo and the northern part of Paragua which stops both ways at Cuyo. By this and many other smaller sailing craft the northern part of the province is reached. The provincial ketch is equipped with an oil engine and affords an excellent means of getting about the province quickly when necessity demands.

Pampanga.

Area	square miles....	868
Population		210,358
Annual school enrollment		20,003
Number of schools:		
High		1
Trade		1
Intermediate		7
Primary		151
Number of teachers:		
American		18
Filipino Insular		27
Filipino municipal		235

The division of Pampanga comprises the Province of Pampanga, which is but a small part of the former province of that name, that was settled centuries ago by the Pampanga branch of the Malaysans. It occupies a portion of the great low level plain stretching from Lingayen Gulf to Manila Bay, which forms a part of its southern boundary. Through the eastern part of the province flows the Rio Grande de Pampanga on whose banks are located five municipalities. On its northeastern boundary Mount Arayat rises from the plain, a solitary peak visible for many miles around. On the west the Zambales mountains form the boundary. Among them several thousand Negritos build their rude shelters and eke out a precarious existence. Pampanga has two very distinctly marked seasons; the wet from June to November when there are long heavy rains at intervals, and the dry from December to May, inclusive, during which time there are usually only a few light showers. The nights are always cool, even during the hottest days of April and May, and at no time does the heat become so oppressive as in many parts of the United States. San Fernando, the capital, is 61 kilometers from Manila. Between these two places there are three passenger trains each way daily, while towns north of San Fernando have two trains each way per day. As regards communication within the province, Pampanga is likewise especially favorably situated. Of the twenty municipalities nine can be reached by the main railroad or one of its three branches. Four others can be communicated with by river steamer in the wet season and three of them in the dry season as well. Of the seven towns not on the railroad or the Rio Grande, all can be easily reached from the nearest railroad station by carromata in the dry season, each of six in half an hour and one in an hour. In the wet season some of the roads are very muddy at times. But they are usually passable for carromatas and communication is always possible by horse. There is telegraphic communication with Manila from San Fernando, which is connected with every other municipality by telephone. Every town receives and dispatches mail at least once a day. Agriculture is the leading industry; rice and sugar the chief products. The growing of both native and American vegetables has been encouraged by the Bureau of Agriculture and by the schools, and many of the markets afford a considerable variety of such products. The American residents buy their supplies chiefly from Manila, but many things can be purchased in the province. The nearness of Pampanga to Manila makes the cost of living higher than it is in some of the provinces, but at the same time enables Americans to enjoy most of the comfort and some of the luxuries of life. Comfortable wooden houses rent at from ₱10 to ₱40 per month depending upon the town. The cost of living is regulated by a person's desires—size of house, servants kept, whether cold stores are ordered from Manila or not, etc. There are Army doctors at Camp Stotsenburg, a cavalry post, in the north-western part of the province, but in cases of illness Manila is so quickly reached that civil employees enter one of the hospitals there. Health conditions are excellent and cases of serious illness among Americans rare. Every town has artesian wells which furnish pure water and have done much to do away with disease.

Pangasinan.

Area	square miles....	1,746
Population		439,235
Annual school enrollment		45,109
Number of schools:		
High		1
Trade		1
Intermediate		13
Primary		234
Number of teachers:		
American		32
Filipino Insular		58
Filipino municipal		470

The Province of Pangasinan is situated on Lingayen Gulf about 120 miles north of Manila and may be reached from that point by railroad or boat. The coast line along the China Sea from Dasol Bay in the South to Cape Bolinao on the North is high and rocky while the coast along Lingayen Gulf is low and flat. The principal harbors are Bolinao and Sual for large boats, and Dagupan for steamers drawing not more than six feet. The Zambales mountains occupy the west and the Caraballo Sur mountain system, which is the great water-shed of north central Luzon, occupies the south. Except for these mountains the surface is nearly level. The native population is made up largely of Pangasinanes, Ilocanos, and Zambalenians. The foreign population of about 1,000 is represented by Americans, English, Spanish, Germans, French, Japanese, and Chinese. The latter number about four-fifths of this number. The mountainous section has great forests of good timber which supplies all necessary lumber for local building and some for export. The high plateaus furnish good grazing ground and stock raising is important. Some good mineral prospects are being developed. The fisheries and salt refineries along Lingayen Gulf contribute to the wealth of the province. In the low lands the soil is fertile and large crops of rice, sugar cane, corn, tobacco, and coconuts are produced. In the Philippine Islands the Province of Pangasinan ranks first in rice, second in sugar cane, third in corn, fourth in tobacco, and fifth in coconuts. The forty-six municipalities comprising this school division are divided into fifteen primary school districts, each in charge of an American supervising teacher whose duty it is to look after all phases of primary school work. Each municipality has a post-office and the important towns are connected by telegraph. Money-order offices and postal savings banks are run in connection with each telegraph office. The following towns may be reached by rail from Manila: Bautista, Bayambang, Malasiqui, San Carlos, Calasiao, Dagupan, Mangaldan, San Fabian, and Alava. Most of the other towns are connected by carromata roads. In all principal municipalities where American teachers are stationed fairly good houses may be had at a monthly rental of from ₱15 to ₱25. Markets are established in each town where fruit and vegetables in season, and chickens, eggs, and fish may be had. Teachers living in towns near the railroad can order fresh meats and vegetables from Manila daily. In Dagupan, the principal commercial town of the province, there are a number of general merchandise stores carrying about the same line of goods as is carried in the Manila stores. There is a military hospital at Bayambang with an American surgeon in charge to which civilians may be admitted. An American missionary doctor is stationed in Dagupan.

Rizal.

Area	square miles....	733
Population		172,800
Annual school enrollment		10,418
Number of schools:		
Intermediate		6
Primary		65
Number of teachers:		
American		14
Filipino Insular		23
Filipino municipal		138

The school division of Rizal comprises the towns of Rizal Province, which extends around the three sides of Manila. The larger towns are situated along Manila Bay, around Laguna de Bay, and in the fertile Mariquina Valley. The northeastern portion of the province is hilly and is inhabited by few people. There were until recently a few barrios in these hills, but the city of Manila, in order to protect the watershed of the Mariquina River, the source of the Manila water supply, induced all of the people to leave their old homes and accept better ones in certain new barrios which were established. The Pasig river is navigable for its entire length and a large commerce is carried on by cascos and small steamers. Passenger steamers run daily and on alternate days to towns along the

lake. The Antipolo extension of the Manila and Dagupan Railroad runs four trains daily through Pasig to Antipolo and three through Pasig to Montalban. This road touches eight of the twenty-three towns of the province. There are but two towns of the province that can not be reached from Manila either by steamer, street car, or train. There are a number of excellent roads in the province. There is a telephone system connecting Pasig with the towns of the Mariquina Valley and the lake towns. Mail service to and from Manila is good, but within the province it is not so satisfactory as most of the mail has to pass through the Manila office and it sometimes takes a letter three or more days to get from Pasig to a town that can be reached in two hours directly. There are telegraph offices at Pasig and at towns along the railroad lines. While the towns of Rizal are near enough to Manila to allow one to have the advantages of the Manila markets, the living conditions in many of the towns are not as ideal as they might be on account of the scarcity of good houses. The usual rent asked for a small nipa house is from ₱20 to ₱30. Other houses rent for from ₱40 up. The best houses are not for rent at any price. Besides the Manila markets there are markets in the towns where foodstuffs of all kinds can be bought. Americans usually get their meats from Manila and buy fruits and vegetables in the local markets. The water supply is always an important consideration. In several of the towns good water is obtained from artesian wells. Americans living in other towns usually get their water from Manila. During the rainy season, however, it is best to buy large tanks and catch rain water.

Samar.

Area	square miles....	5,276
Population		265,549
Annual school enrollment		21,846
Number of schools:		
High		1
Intermediate		8
Primary		167
Number of teachers:		
American		19
Filipino Insular		33
Filipino municipal		220

This school division, one of the largest in area and perhaps the roughest and least developed in the Philippines, occupies the entire Island of Samar, the third largest island in the archipelago. Since there is not a kilometer of first-class road in the island, travel on land is mainly by trails and is usually accomplished with considerable difficulty. During the rainy season, and that is almost the entire year, for in Samar there are no well-defined wet and dry seasons, travel over the trails, many of which are in the beds of rivers, becomes dangerous on account of landslides and high water. Fortunately at present about 99 per cent of the people live along the coast and can be reached by steamer and baroto except in the months of November, December, and January. The hills are covered with excellent timber. The cultivation of hemp along the rivers, the growing of a little rice and corn in some places, and mat weaving at Basey are about the only occupations of the people. The steamer *Belgica* of the Compañía Marítima leaves Manila the 9th and 24th and the steamer *Filipinas* of the Compañía General de Tabacos leaves the 1st and the 16th of each month for Samar. Travel is almost all done around the division by means of one of the two coastguard boats to the larger towns, then by baroto or trail to the smaller towns and barrios. Mail sent out from Catbalogan reaches the towns at least every two weeks except in very bad weather. This means that it is often four weeks from the time a communication is sent from the division office until an answer is received from the supervising teacher. The supervising teachers at Lauang, Catarman, Allen, Calbayog, Oras, and Borongan usually can be reached by telegraph. In most places good nipa-roof houses, and in others iron-roof houses can be secured for living purposes. Very few vegetables and fruits are grown, so this is a "tin-chicken-and-egg"

country. Hiking shoes and khaki clothes, a good constitution, a liking for outdoor, bosque life, a willingness to work, and common sense enough to care for one's health are necessary, and if brought along make life interesting, pleasant, and worth while in Samar. There is an American doctor in Catbalogan about half of the time, also one in Calbayog and one at Oras.

Sorsogon.

Area	square miles....	2,324
Population		167,806
Annual enrollment		13,161
Number of schools:		
High		1
Trade		1
Intermediate		4
Primary		100
Number of teachers:		
American		12
Filipino Insular		16
Filipino municipal		166

The division of Sorsogon includes the Province of Sorsogon and the subprovince of Masbate. The mainland of Sorsogon occupies the southern extremity of the Island of Luzon. The subprovince of Masbate includes the Islands of Masbate, Burias, and Ticao. Communication with Manila is very frequent and convenient. Some of the best steamers of the Islands make calls at Sorsogon, Bulan, Gubat, Masbate, and Aroroy. One can reach any of these ports from any part of the division in a very short time. The voyage to Manila takes twenty-four to thirty-six hours except from Gubat which takes about forty hours. At present the transportation facilities within the division are somewhat difficult but any part of the division may be reached by horse, launch, or on foot. A first-class road exists between Bulan and Irosin a distance of 22 kilometers. Several shorter stretches of road connect other towns of the province. Every town of any importance has a telegraph service and a weekly mail service is maintained with the more remote towns and a biweekly service with the larger towns. Mail from Manila averages about twice weekly. Good markets are maintained in all towns and local products are reasonable in price. Houses may be rented at from ₱15 to ₱35. There is a military hospital at Albay which may be reached from Sorsogon in about four hours by launch. There is no American physician in Sorsogon.

Surigao.

Area	square miles....	6,988
Population		110,225
Annual school enrollment		12,078
Number of schools:		
High		1
Intermediate		4
Primary		114
Number of teachers:		
American		20
Filipino Insular		52
Filipino municipal		120

The school division of Surigao occupies the northeastern portion of Mindanao and embraces the Province of Surigao and the subprovince of Butuan of the Province of Agusan. The whole division is very sparsely inhabited, not more than five per cent of the land being occupied. The cultivation of hemp is by far the most important industry of both provinces. Coconuts are produced extensively throughout the Province of Surigao and along the coast of the subprovince of Butuan. Rice, corn, and many other food products are grown throughout the

division. Surigao, the capital of the province of the same name, and Butuan, the capital of Agusan Province situated at the mouth of the Agusan River are the most important commercial ports. The rainy season extends from October to the end of March. From Cantilan south there is little rain in the Province of Surigao from July to September. The northern peninsula receives during this period considerable rain from the southwest winds. At no time is the climate unpleasant. The hottest months are April and May. There is a heavy rainfall all seasons of the year in the upper Agusan. With the exception of a short road from Tandag to Tago on the east coast there are no graded roads in the province. There is, however, a road under construction from Placer to the town of Maynit on the lake of the same name. Travel is almost entirely by "barotos," small sailing boats, or on foot over rough mountain trails. Quite a large number of commercial steamers touch at the principal towns of the coast. The province of Agusan owns two launches which make regular trips to points on the Agusan river and its tributaries. Surigao may be reached from Manila either direct by steamers *Sontua* and *Fernandez Hermanos* and occasionally by other steamers, or by contract vessels via Tacloban, Iloilo, or Cebu. Unless direct steamer can be secured the preferable route is via Cebu as there are steamers from Surigao to Cebu every three or four days. The contract steamer S. S. Bohol, Smith Bell and Co., makes Surigao twice a month, and Coast Guard Cutter four times a month. This connects with contract steamers from Manila at Cebu, Iloilo, and Tacloban. The average rental of a house suitable for Americans is, in the larger towns, from ₱10 to ₱20, in the smaller towns somewhat less. The water supply is largely secured from wells, but a number of towns secure water from mountain springs. Furniture and household effects can not be secured here. Fresh meat, fish, and vegetables, and some fruits may be obtained in Surigao, but in other towns only at times. Canned goods may be purchased in Surigao from private firms, in Butuan and a number of the interior towns of Agusan in government stores. The cost of canned goods in both Surigao and Agusan is very reasonable. There is an American constabulary doctor in Surigao and a Provincial Health officer, who is also a doctor. The American teachers are practically the only Americans living outside the provincial capitals. Mail facilities with Manila for the towns of Surigao, Butuan, and Cabadbaran are good. From Surigao there is an overland mail route established with the towns of Placer, Gigaquit, and Cantilan. The other towns of Surigao must depend entirely upon local commercial steamers to carry mails, some of which make irregular trips. In Agusan mails are carried into the interior by launch and native trading "barotos" and are necessarily quite irregular, but usually two or three mails a month may be expected. The towns below Cantilan on the east coast usually receive not less than two mails a month, except during the northeast monsoon when at times no mails are received for a longer period. The Interisland Express Company maintains an office in Surigao. At the towns of Butuan and Bunawan in Agusan there are established special normal industrial schools for the Manobos of Agusan.

Tarlac.

Area	square miles....	1,205
Population		137,155
Annual school enrollment		16,577
Number of schools:		
High		1
Intermediate		7
Primary		129
Number of teachers:		
American		13
Filipino Insular		20
Filipino municipal		193

Tarlac Province is landlocked, shut in by the Provinces of Pangasinan, Nueva Ecija, Pampanga, and Zambales. The eastern part is a low fertile plain; in the

west are hills and mountains. The chief occupation of the people is agriculture; rice and sugar cane being the most important products. Irrigating canals are now being constructed so that rice may be grown during the protracted dry season, covering January, February, March, and April. The Pampangans occupy the southern part; the Ilocanos and Pangasinanes the northern part. In the hilly part to the west are found the non-Christian Negritos; several schools have been opened up recently among this tribe, special stress being laid on agriculture. While the rivers in the province are not large, yet, in the wet season, these become raging torrents, so that the different towns and barrios become difficult of access. Most of these towns are situated along the railroad; of those that are off of the line, only two are difficult of access the entire year, La Paz and San Manuel; the towns of Victoria, Concepcion, Pura, and Anao are connected by fairly good roads with the railroad. The Manila and Dagupan Railroad runs north and south through the eastern part of the province; at Paniqui two other railroads branch out toward the east and west, to Anao and Camiling, respectively. Five towns, Camiling, Moncada, Paniqui, Gerona, and Tarlac, have telegraph and money-order facilities and all except two, San Manuel and Anao, have post-offices, and branches of the Postal Savings Bank. Houses for rent can be secured at prices running from ₱15 to ₱25 per month. There are good markets in most of the towns, but Manila is so accessible that food can be ordered from there if desirable. The Philippine General Hospital, at Manila, is within five or six hours' reach, by train, for those needing medical assistance. There are two trains daily, north and south, for Dagupan and Manila; the trip to Manila takes about five hours and the round trip costs from ₱7 to ₱10, according to the station at which one is located.

Tayabas.

Area	square miles....	6,354
Population		201,929
Annual school enrollment		17,228
Number of schools:		
High		1
Intermediate		7
Primary		105
Number of teachers:		
American		19
Filipino Insular		25
Filipino municipal		227

The division of Tayabas consists of the province of that name and the sub-province of Marinduque. The original Province of Tayabas comprised a tolerably compact territory situated just below the "knee" of Luzon and extending across the island. Through this runs a low mountain range, the chief population being situated between these mountains and the two shores. At certain places, however, the land is cultivated from shore to shore. To this original territory has been annexed a long narrow strip of sparsely peopled land extending along the east coast of Luzon. The subprovince of Marinduque is made up of the island of that name and a number of adjacent islets. Marinduque is a mountainous island with fertile valleys and coastal plains. Contract steamers furnish reliable communication with Manila for Lucena every five days, for Pitogo, Catanauan, Gasan, Boac, and Santa Cruz, the latter three on Marinduque, every ten days, and for Atimonan and Mauban twice a month. A little local steamer is under contract to carry mail and passengers to Infanta twice and to Polillo, Baler, and Casiguran once each month. Merchant steamers without regular schedule more than double this communication, besides connecting the other towns with Manila, directly or indirectly, except in the cases of Infanta, Polillo, Baler, and Casiguran. A first-class road runs from the boundary of Tayabas and Laguna, near the corner of Batangas, to Atimonan by way of Tiaong, Sariaya, Lucena, and Pagbilao. A public automobile makes daily runs from Lucena to Atimonan and return, enabling travelers from the east coast to connect with steamers at Lucena or to take carromatas for Bay,

there to connect with the railway trains. A good driving road connects Lucban with Lucena, by way of Tayabas. Regular overland mails reach Atimonan from Lucena three times a week and Mauban from Manila, by way of Lucban and Sampaloc, twice a week. Post-offices are maintained in all towns where American teachers are ever stationed and all of these except Baler have some manner of telegraphic communications. This is essentially a copra province, and the people are unusually prosperous. Rentals of houses suitable for American teachers run from ₱20 to ₱40. The Manila groceries and available local markets make a fairly satisfactory diet available everywhere.

Union.

Area	square miles	634
Population		126,294
Annual school enrollment		10,048
Number of schools:		
High		1
Trade		1
Intermediate		8
Primary		70
Number of teachers:		
American		15
Filipino Insular		22
Filipino municipal		173

The school division of La Union embraces the same area as the province of that name with the addition of the township of San Gabriel in the southwest corner of the subprovince of Amburayan. Not less than one-half of the population of La Union lives among these foothills, at times many kilometers from the coast, having no means of communication with the outside world except that provided by the precipitous mountain torrents or cross trails. There is probably no section of the Philippines where a greater diversity of agriculture is practised than in La Union. The crops include rice, coconuts, tobacco, sugar, corn, a great variety of vegetables, cotton, and fruits. The dry season harvest is probably as valuable as that of the wet season, a condition which probably prevails nowhere else in the islands. The Manila Railway now has its northern terminus on the southern bank of the Aringay. The province of La Union is in daily communication with Manila by train from Aringay, and receives a daily mail. San Fernando has weekly communication with Manila and points north by steamer, and an overland mail route to Cervantes in the Mountain Province is established. There are telegraph stations at Agoos, Camp One, Naguilian, Luna, and San Fernando. Camp One is three kilometers from Rosario. In spite of the ease with which the chief centers of population of La Union communicate with one another and with the outside world, school supervision in La Union offers great difficulties by way of transportation and the work of the supervising teacher is at times accompanied by real danger and hardship. Many schools are far distant in the mountains; to reach them precipitous trails and raging mountain torrents must be gone over, and there are times when these trips can not be made at all. No mode of transportation other than saddle horse can be used to advantage, and it is not possible to rent good saddle horses outside of San Fernando. Every supervising teacher should, therefore, own his own saddle horse. The difficulties are to a great extent compensated for by the superior living facilities enjoyed in La Union. The climate is healthful, the railway and steamship lines place the Manila markets within the reach of all; at San Fernando there are good grocery and general stores, while the military ice plant and cold storage have placed fresh meat and ice within the reach of all government employees. It is difficult in La Union to secure good houses. Such as are occupied by Americans cost from ₱10 to ₱30 per month and are not furnished. Servants can be had for from ₱10 to ₱25 per month.

Zambales.

Area	square miles.....	2,125
Population		56,099
Annual school enrollment		7,837
Number of schools:		
High		1
Intermediate		3
Primary		44
Number of teachers:		
American		9
Filipino Insular		16
Filipino municipal		96

The Province of Zambales is a narrow strip of land running for a hundred miles along the western coast of Luzon, between the provinces of Bataan on the south, and Pangasinan on the north. It is generally low and level along the coast, but becomes very mountainous a few miles inland. Mount Pinatubo, the highest peak, is an extinct volcano, and may be seen for many miles at sea. The many rivers and streams give a bountiful supply of water for irrigation purposes. Much valuable timber is secured from the mountain forests, and thousands of cattle graze over the plains. The population is sparse and principally along the coast. The people are the Zambalenians in the northern and central, Ilocanos in the central, the Tagalogs in the southern parts, and the Aytas or Negritos in the mountains. The chief industry is rice culture, which is very extensive. Such vegetables as tomatoes, radishes, camotes, sincamas, etc., are to be found in all the local markets and are becoming staple products of the southern towns where they are grown largely for the Olongapo market. The navy-yard at Olongapo furnishes employment to a great number of people. A steamer of the Yangco Line leaves Manila every Saturday for Iba, the capital of Zambales, stopping at Olongapo, Matatin, Subic, San Antonio, and Narciso, arriving at Iba on Sunday morning. Passengers on this line are advised to provide themselves with cots, pillows, blankets, and lunch. Boats stop long enough for dinner in Olongapo or Subic, and arrive in Iba in time for breakfast. There are times, however, during the southwest monsoon, when a landing can not be effected at this place, there being no harbor. At such times travelers disembark at Subic and journey overland by horse or carromata. The southern towns are more favored in respect to harbors. Olongapo and Subic, being well sheltered, get boats six days in the week the year round. San Antonio and San Narciso have boats three times a week. Iba is connected with Manila by a telegraph line running both north and south. Of the fourteen towns eight, Santa Cruz, Masinloc, Iba, Cabañgan, San Narciso, San Antonio, Subic, and Olongapo, are telegraph stations. Mail facilities are not so good. Iba has one weekly boat mail, and an overland service which gives a weekly mail each way, that from the south bringing mail from Manila by way of Subic. Houses suitable for Americans may be had at from ₱10 to ₱30 per month. Bananas are on the market the year round, and other fruits and vegetables are to be had in season. The local markets supply meat and fish, though not in abundance. There are small stores in all the towns of the province where supplies may be had in limited quantities, and a naval post exchange in Olongapo. Americans stationed in Iba and the north secure their commissaries direct from Manila. A stock sufficient for three or four months is usually provided at the beginning of the rainy season, which begins about the middle of June, owing to the uncertainty of transportation facilities from that time till the first or middle of October. Iba has an American population of from ten to fourteen, all civil service employees and their families. Olongapo Naval Station has quite a large civilian population in addition to the seven hundred or more marines and officers stationed there. Three American doctors are on duty at this station, whose services may be secured by calling at their offices on the hospital ship.

VII.

SIMPLE RULES OF HYGIENE.

[From Bureau of Health Manual, 1909.]

It is easier to maintain good health in the tropics than in the United States, but in order to do so you should observe the following simple rules:

1. Be vaccinated to-day. The Bureau of Health will do it free of charge.

2. Never drink any water unless it has been either boiled or distilled, or eat any raw vegetables. If you observe this rule carefully, you will probably never contract dysentery, typhoid fever, cholera, or any other disease that originates in the intestines. Disregard of this rule is responsible for the returning to the United States of over 50 per cent of the invalids who leave these Islands.

3. Fruit is wholesome, and may generally be eaten raw with impunity, provided it is of a kind that grows upon trees, well above the ground.

4. Avoid patent medicines. "Do not put drugs of which you may know nothing into bodies of which you may know less."

5. Alcoholic stimulants are not necessary, the advice of the "old resident" to the contrary notwithstanding.

6. Generally disease-carrying mosquitoes fly only at night; therefore, always sleep under a good mosquito net.

7. Otherwise observe the same hygienic rules that are applicable to temperate climates, including physical exercise.

VIII.

NATIVE DIALECTS.

American teachers who are located in the provinces, and particularly supervising teachers, very soon become acquainted with the native dialects which are spoken in their localities, and frequently acquire a good speaking knowledge of these dialects. Undoubtedly this knowledge and practice are very useful at times in their intercourse with the people, and there are many occasions on which such a knowledge is quite necessary. But in this practice teachers frequently fall into the habit of using the native dialect too much, on occasions when it is not at all necessary, and is even entirely out of place. It may be well to have it known among the people that the teacher understands the native language; it is a credit to him to be able to use it intelligently, and it adds to his standing in the community. But among those people, both pupils and townspeople, who are acquiring a knowledge of English, it is desired that teachers make use of English on all possible occasions. On the school premises the use of any language other than English should be absolutely prohibited. Above all else the American teacher should refrain from making a show of his knowledge of a Filipino dialect.

As to Spanish, it is likewise very creditable for a teacher to acquire a knowledge of this language and to use it well. The supervising teacher should learn Spanish, but, as in the case of a native dialect, it should be used only when English is not understood. In conversing with Filipinos who do not understand English, it is more courteous to address them in Spanish, which has been a part of their own education, than in any native dialect.

IX.

POPULAR CIVICO-EDUCATIONAL LECTURES.

Act 1829 enacted on May 21, 1908, provides for the giving of lectures on such topics as the rights and duties of the citizen, questions of law, and economic subjects, in municipalities and barrios of the Philippine Islands, by municipal teachers and other citizens who are public speakers and who are willing to deliver lectures upon subjects which will be instructive to the people of the barrios. These lectures are intended to reach the common people and are therefore to be given in the dialect spoken in the various municipalities.

The Director of Education is authorized to select the subjects and fix the program for the lectures. Dates and places for delivery of the lectures, and the selection of lectures is left to division superintendents.

The paying of honoraria for the lectures cannot be authorized at the present time but actual traveling expenses in order to reach places of lectures may be paid out of the municipal school revenues and the superintendent should include in the school presupuesto an estimate for such expenses.

X.

FREE USE OF BOOKS IN THE PHILIPPINE LIBRARY.

Insular teachers actually employed in the public schools of the Philippine Islands and municipal teachers in the employ of the city of Manila shall be permitted the use of the circulating division (American Circulating Library), Philippines Library, under existing rules and conditions, or such as may be hereafter prescribed by the officials in charge of the library, free of any charge for membership or for dues, but subject to such payment of fines or forfeitures for the loss or retention of books as is prescribed for other users of the library; provided, that no teacher will be permitted, in the exercise of this privilege, to draw out more than one book at a time free of charge.

Teachers desiring to avail themselves of the library may secure from the Director of Education a signed card certifying to their being engaged in the teaching service and entitling them to the free use of these privileges. A catalogue of the circulating division, which is supplemented from time to time by lists of new books published in Manila periodicals, may be purchased from the library at 70 centavos. Arrangements can be made for receiving books by mail by communicating with the librarian and superintendent, circulating division (American Circulating Library), Philippines Library, Manila. A deposit of ₱5 to cover postage is required for this privilege.

In order to allow sufficient time for sending and returning books by mail, especially for distant provinces, the usual time limit of two weeks is extended to four weeks for provinces, and one renewal of two weeks without notifying the library authorities is allowed, making a total of six weeks within which the book must reach the library. It cannot again be renewed.

XI.

ORGANIZATION OF AMATEUR ATHLETIC ASSOCIATIONS.

There has been a movement recently toward the organization of amateur athletic associations in the public schools of the Islands. In furthering this movement and in anticipation of the need for suitable rules and regulations to govern such associations and their meets, a copy of the constitution and by-laws of the Southern Luzon Athletic Association is attached hereto.

This constitution and by-laws covers nearly all the essential points and questions which may arise in connection with athletic meets, and may prove suggestive and helpful. The entertainment of visiting teams, however, is a matter for which some provision must be made. It is understood that at the meets of the Southern Luzon Athletic Association, the travel and subsistence of visiting teams, from the time they enter the province where the meet is held to the time they leave it, are borne by the home team. In other parts of the Islands this might be impracticable; but the question should be definitely settled. In explanation of the dues assessed, it may be said that the money is expended for the purchase of medals for the winners, for correspondence, and for other incidental expenses.

Considerable discretion should be exercised in deciding upon the events which shall form the programs of athletic meets. The aim should be to adopt representative sports which furnish general athletic training and exercise, events which are not too hazardous nor trying, and to select out of the great number of possible sports the ten or twelve which are most generally worth while. The baseball throw might well be dispensed with, as it is met in much healthier form in the game of baseball. The hammer throw and the discus throw are perhaps too dangerous and should not be practiced, while the distance runs above half a mile are too difficult and wearing excepting for the more mature boys.

The following is a list of the events for the Carnival of 1912, which may be taken as representative of amateur athletic meets:

I. Baseball.	Broad jump.
II. Track and field events.	High jump.
50-yard dash.	Pole vault.
100-yard dash.	Shot put, 12 pounds.
220-yard dash.	$\frac{1}{2}$ mile relay (4 men)
440-yard dash.	Mile relay (4 men)
880-yard run.	
220-yard hurdles.	

Constitution and by-laws of the Southern Luzon Athletic Association, rules for awarding trophies and of eligibility.

CONSTITUTION.

ARTICLE I.—*Name.*

This association shall be known as the "Southern Luzon Athletic Association."

ARTICLE II.—*Object.*

The object of this association shall be the control and development of amateur track and field sports among the public schools of the provinces of southern Luzon.

ARTICLE III.—*Officers.*

SECTION 1. The officers of this association shall be the president, vice-president, and secretary-treasurer who shall constitute the executive board.

SEC. 2. The president shall be the division superintendent, or some teacher designated by the division superintendent, of the province which scores the highest number of points at the championship meet of the year immediately preceding his term of office.

SEC. 3. The vice-president of the association shall be the division superintendent, or some teacher designated by the division superintendent, of the province which scores the second highest number of points at the championship meet immediately preceding his term of office.

SEC. 4. The secretary-treasurer shall be the division superintendent or some teacher designated by the division superintendent of the province which scores the third highest number of points at the championship meet immediately preceding his term of office.

SEC. 5. It is provided, however, that the division superintendent of Sorsogon shall not hold two offices. Should Masbate and Sorsogon both win places he shall hold the office to which the higher score entitles him and the lowest province shall hold the office of secretary-treasurer.

SEC. 6. At meetings of the executive board each province may be represented by two additional teachers designated by the division superintendent of the province for the purpose of discussion only. Each province shall have one vote and that shall be cast by the division superintendent or some teacher whom he may designate.

ARTICLE IV.—*Championship meet.*

The annual championship meet shall be held as arranged by the executive board. In case the board is unable to decide upon time and place at its annual meeting, a vote shall be taken by mail August 1 succeeding the last meet. After a decision is once made it shall be changed only by a unanimous vote of the executive board.

ARTICLE V.—*Business meetings.*

SECTION 1. The annual business meetings of the executive board shall be held in the city where the annual championship meet is held on the evening before the meet.

SEC. 2. Dates and places for holding other business meetings of the board may

be arranged by a unanimous vote of the board except during the annual championship meet or the annual meeting of the division superintendents in Manila when all are present in person or by representative when a majority vote shall be sufficient to call such meeting.

ARTICLE VI.—*Membership.*

SECTION 1. The term "members" in this constitution is construed to mean the Provinces of Albay, Camarines, and Sorsogon. The membership of Sorsogon also carries with it the privilege of being represented by track and baseball teams from the subprovince of Masbate; provided, however, that when Masbate is so represented the Sorsogon team shall consist only of pupils of the Province of Sorsogon proper and the Masbate team shall consist only of pupils from Masbate.

SEC. 2. Other members may be admitted to this association by unanimous vote of the executive board; provided, however, that the applicant is a province.

ARTICLE VII.—*Dues.*

The annual dues of each member shall be ₱15 which must be paid before entries can be accepted.

ARTICLE VIII.—*Suspensions and expulsions.*

Members may be suspended or expelled from this association only by the Director of Education after full report and investigation.

ARTICLE IX.—*Amendments.*

No addition, alteration, or amendment shall be made to this constitution or to the rules and by-laws except by unanimous vote of the executive board.

BY-LAWS.

ARTICLE I.—*Duties of officers.*

SECTION 1. The duties of officers of this association shall be similar to those usually discharged by officers of similar associations.

SEC. 2. The executive board shall have entire charge and direction of all athletic meets of the association and shall have the power to determine the manner of hearing and ruling upon protests. It shall also have the power to levy a special assessment not exceeding ₱20 for any one year.

ARTICLE II.—*Entries and protests.*

SECTION 1. Entries for the championship meet shall close the day preceding the meet and must be in the hands of the secretary-treasurer by 4 o'clock of that afternoon. As soon as possible a list of entries should be furnished the members of the executive board.

SEC. 2. Protests must be made and decided upon at the annual business meeting.

SEC. 3. No member shall enter more than nine men or start more than three men in any event at the championship meet except in baseball and relay races.

ARTICLE III.—*Vote by mail or telegraph.*

The secretary-treasurer shall, upon the written request of any member of the board, submit any motion to a mail vote or vote by telegraph. The vote shall be registered and after the expiration of eight weeks from the date of mailing the vote any vote not already received shall be counted in the negative. Within one week after receiving the vote the secretary-treasurer shall notify the members of the result of the vote.

ARTICLE IV.—*Gate receipts.*

In case gate receipts or other moneys are taken in as a result of the games at the championship meet the net profits shall be equally divided among the competing members of the association; provided, however, that Masbate when represented shall count as a member for this purpose.

RULES FOR AWARDING TROPHIES.

RULE 1. The trophies shall be competed for annually at the championship meet and each trophy shall remain in the possession of the winning province for one year.

RULE 2. The following method of counting points in deciding the winning province shall be adopted.

In each event, baseball excepted, first place shall count five, second place three, and third place one point. Baseball shall have the value of three track events and the points shall be divided as follows: First place fifteen, second place nine, and third place three.

The province winning the greatest number of points in the regular athletic events shall be declared the winner of the athletic trophy.

The province winning the greatest number of points in the baseball contest shall be declared the winner of the baseball trophy.

The province winning the greatest number of points in the regular athletic and baseball events shall be declared the winner of the championship meet and shall have won greatest honors. If a trophy shall be offered for such championship, it shall be awarded on the same conditions as other trophies.

RULE 3. The executive board shall be the trustee of the trophies to be awarded, and the division superintendent of the province winning any trophy must give satisfactory guarantee that the trophy will be cared for and returned at least one day before the annual meet.

RULE 4. In case two or more provinces shall score an equal number of points and no other province shall have secured a greater number and, if one of the provinces shall have held the championship during the preceding year, that member shall continue to hold the championship during the ensuing year. But, in case neither province shall have held the championship, the executive board shall hold the trophy in abeyance during the ensuing year.

RULE 5. All ties and contested ranks and honors among members shall be decided according to the principle set forth in Rule 4.

RULE 6. The above rule shall not be construed to include individual athletes. Ties in the different events will be decided by special rules.

RULE 7. The American Athletic Union rules of the previous year shall govern all contests.

RULES OF ELIGIBILITY.

RULE 1. Each entry list shall be accompanied by a statement signed by the division superintendent or his representative certifying that each contestant has been a student in good and regular standing for a period of at least three school months previous to the meet. In case the normal institute is held immediately before the meet and there is no school which the pupil may attend he must have been in attendance three school months previous to the opening of the normal institute.

RULE 2. No person who has received pay as teacher for a period of one school year previous to the annual meet shall be allowed to compete in any event, baseball included.

Order of events.

1. 100-yard dash.
2. 12-pound shot put.
3. 220-yard dash.
4. Running high jump.
5. 50-yard dash.
6. Running broad jump
7. Pole vault.
8. 880-yard relay race.

XII.

ACCOUNTING FOR FUNDS AND PROPERTY IN PROVINCIAL TRADE SCHOOLS AND PRO- VINCIAL MANUAL TRAINING SCHOOLS. •

Introduction.

1. A copy of Provincial Division Circular No. 190 of the Bureau of Audits is furnished herewith for the guidance of all concerned in accounting for funds and property in provincial trade schools and provincial manual training schools. Strict adherence to the requirements of said circular is enjoined.

2. The recent rapid growth and development of the commercial side of industrial work, especially in trade and manual training schools, have made a uniform accounting system necessary. Its adoption prevents a diversity of systems and requires all schools to operate on the same basis. Its use protects the teachers and also instills business ideas into the minds of the pupils, by requiring them to account accurately for labor and material entering into the composition of an article and by allowing them to receive compensation for their labor under conditions similar to those of the business world.

3. The following comments and suggestions are offered in connection with the installation of the accompanying accounting system and the proper management of trade schools and manual training schools. Comments are made upon the paragraphs of the accompanying system in the order in which they appear.

Property Inventory.

4. All articles of property should be stored and named or numbered in such a manner as to be easily accessible at all times. Lumber should be neatly piled and the boards should be separated by small uniform strips of wood. When the pile is completed these strips should be in vertical lines over the foundation supports. Supplies should be kept in rooms or buildings that can be locked securely, and only one person should be made responsible for them. This person should also have charge of the job and property cards. Manufactured articles, especially small ones, should be kept in a similar manner.

Trade School Supplies Account.

5. Supplies for regular work should be ordered from the province in ample time so that there may be no delays occasioned by their late arrival. From one to three months are required to make delivery in the provinces of supplies obtainable in Manila and from six to eight months for those ordered from the United States.

6. Secure receipts for all property taken from the school, and give receipts for all property received in the school.

7. When an order is received, a separate job card is made for each kind of article ordered. In order that an accurate account may be kept of all supplies used in exercise work and for making incidental repairs of the school or equipment, separate cards (job cards) should be kept in duplicate headed respectively "Exercise" and "School repairs." In schools doing considerable commercial work, the waste material is generally sufficient for all exercise work. No charge should be made on exercise cards for waste material so used, as it has already been charged on job cards of articles manufactured. Supplies other than waste, when issued expressly for exercise work, must be recorded on the original and duplicate "exercise" card. The original card is kept by the person issuing the supplies and the duplicate is retained by the teacher drawing them. Credit should not be taken on the property card for supplies consumed in exercise and school repair work until the "exercise" or "school repair" job cards are full or unless an inventory is to be taken. "Repair work," as referred to in paragraph No. 16 of the accompanying circular, may be divided into two classes: First, "repair work" on articles brought to the school to be repaired and for which a job card (P. F. No. 131) must be completed. In such cases, supplies used are accounted for in the same manner as for an article manufactured. Second, "repair work" for the school building or equipment used.

8. In order to avoid confusion and loss occasioned by return of surplus issues, lumber should be measured and cut in the storeroom and other supplies should be carefully weighed, measured, or counted before being issued. When locks are issued from the storeroom, the keys should be placed in envelopes bearing the job numbers of the articles for which the locks are intended.

9. All transactions should be recorded immediately upon the proper forms and not upon slips of paper.

10. Paragraph 13 of the accompanying instructions provides that the principal may purchase under exceptional conditions minor emergency supplies. The provisions of this paragraph must not be abused; and principals must see to it that their requisitions to the provincial treasurer cover fully the needs of the school. (See paragraph No. 5 of this circular.)

Receiving Orders.

11. As the making of articles of special designs requires an excessive amount of the teacher's time, it is advisable in so far as possible to accept orders for articles of standard design only. When an order for a special design is accepted, the cost of the additional supervision and designing entailed should be taken into consideration in fixing the price. It is an excellent plan to keep on hand a few standard articles. In this connection, attention is invited to our circular No. 68 of current series. Articles for the use of any of the provincial schools (not municipal) may be made only upon the written orders of the provincial treasurer.

Manufacture of Articles.

12. If several new articles of the same design are ordered, give the first one to the best worker or group of workers and keep accurate account by time, in order to determine the proper cost of the labor. If the school is conducted on the piece work basis, the teacher must be certain that the labor on the first article does not cost more than it should on any of the remaining articles. A price once fixed is difficult to lower. In the provinces, beginners are worth about 5 centavos an hour, good workers are worth about 10 centavos an hour, while exceptionally skilled ones may be worth as much as 15 centavos an hour. The principal must exercise great care in adjusting differences between student contractors and their workmen concerning questions of pay. One-tenth is considered an ample allowance for waste material in manufacturing furniture in school work. In order to maintain a high standard, each finished article must be inspected and accepted by the principal before payment is made for the labor. In this inspection he should assure himself that all material drawn for the purpose, except necessary waste, has actually been used. It is suggested that the wage agreed upon be reduced 5 or 10 per cent for unsatisfactory workmanship. In time-work a reliable pupil may be assigned to the job as foreman and timekeeper. This, however, does not relieve him from work on the job, but may allow him to draw more pay than the other workmen.

13. Ordinarily, jobs must be completed in the order in which they are received; only under very unusual conditions should one job be given preference over another. However, government orders will take precedence over private ones.

Payment for Labor.

14. Each trade school should be supplied with a good safe by the province. Payments for student labor should be made on the first and fifteenth of each month. Piecework is recommended in preference to time-work, as it is more satisfactory to the students, reduces clerical work, and has a greater educational value.

Disposal of Manufactured Articles.

15. In connection with the delivery of completed articles for which payment has not been made, attention is invited to Act No. 1740. (Secs. 3420 to 3422, Compiled Acts of the Philippine Commission.)

Selling Price.

16. The selling price of an article should be governed by that of the local market, and in no instance should it be lower, unless in the case of work performed for the government. In fixing charges for planing or other machine work the following rates may prove of assistance: For planing soft lumber on both sides, from ₱10 to ₱15 per thousand; for hard lumber, from ₱15 to ₱30 per thousand. These prices vary in proportion with the irregularities of surface in hand-sawed lumber.

Reports.

17. All reports must be rendered promptly when due. Arrangements should be made to secure adequate clerical assistance from the province; otherwise the principal and teachers will be obliged to devote much time to clerical work, which should be given to school work.

18. Paragraph 31 of the accompanying circular refers only to fabricated articles. Material and supplies sold to pupils, as per last sentence of paragraph 28 of the accompanying instructions, must not be reported on Provincial Form 132 (A).

The Principal's Responsibility.

19. All entries on all prescribed forms must be kept up to date. The principal, although he may have a clerk, is responsible for the condition of all trade-school accounts. By keeping all entries up to date, he will at all times have his records in such shape as to enable any competent authority to check them over with the minimum of delay. In addition to the administrative check to be made from time to time by the division superintendent, all trade school accounts will be subject to check by the district auditor. See paragraphs 36 and 37 of the accompanying circular.

20. When the principal signs a memorandum receipt, General Form 32 (A), for articles fabricated, he should immediately debit himself with such articles on Provincial Form 117 (A); in like manner he should debit himself with all articles reported by him on his "monthly report of articles fabricated within school hours," Provincial Form 134 (A). Upon submitting his "monthly report of articles transferred and sold," Provincial Form 132 (A), he should immediately take credit on Provincial Form 117 (A) for all articles listed on said report. In this respect, the card just mentioned is

similar to Bureau of Education property card, Form 100. See paragraph 34 of the accompanying instructions.

21. When the principal sells supplies or materials to a student, the transaction must be covered by receipt on General Form 13 (A). Credit for supplies and material thus disposed of will be taken on trade school property card by entering in the column for "job No." the word "sold" followed by the name of the month and the serial number of the General Form 13 (A) receipt covering the sale. See paragraphs 16 and 17 of the accompanying circular.

22. When pupils purchase supplies and materials in the above-described manner, it is understood that they will use such supplies and materials in the manufacture of articles in the school. The principal may, at his own risk, take an order from a pupil on the regular form, and allow the pupil to pay for the article when completed. (See sec. 29 of accompanying circular.)

23. With reference to paragraph 35 of the accompanying circular, in view of the bonding of principals of trade schools, the division superintendent will no longer receipt to the provincial treasurer for provincial machinery, tools, implements, and other equipment for such schools, or for supplies and materials.

24. The Bureau of Education has in the past furnished some twenty-five provinces with tools, machinery, and like equipment for use in imparting instruction in provincial manual training schools and provincial trade schools, and has, in a few instances, furnished a limited amount of supplies and materials, besides replacing equipment when worn out and, in one or two cases, has augmented the initial list furnished. A few municipal intermediate schools have been supplied with limited industrial equipments of various types including some supplies and materials. This procedure will be discontinued, and assistance of this nature will be confined to furnishing to provincial trade schools and provincial manual training schools a limited initial equipment of tools and machinery, when the finances of the Bureau permit. (See Bureau of Education Circulars Nos. 6 and 103, s. 1910.)

Forms.

25. All forms prescribed in the accompanying circular are provincial forms and will be secured by the principal direct from the provincial treasurer. For the proper filing of these forms and other trade school documents, see suggestion for "trade school filing case" in Courses in Mechanical and Freehand Drawing, Bureau of Education Bulletin No. 32. This bulletin also contains drawings and specifications of standard articles of school furniture which have given general satisfaction. It is desirable to standardize school furniture in so far as possible; and to that end it is suggested that these models be followed.

Miscellaneous.

26. When funds are paid out on trade school pay roll, Provincial Form 133 (A), for repair work of any kind, the entry in the column headed "Articles fabricated" should be "Repairs, bicycle, John Doe," or "Repairs, wagon, province," etc., as the case may be.

27. When more than one issue of the same kind of property is recorded on the same job card, all such issues should be recorded on the same line, the second and subsequent issues being preceded by a plus sign.

28. Principals should frequently "back-check" the equipment card, Provincial Form 117 (A), against the job card and Provincial Form 134 (A), in order to make sure that manufactured articles have been properly entered.

29. Padlocks, although frequently supplied to municipalities by the trade school with articles of furniture, are nonexpendable. On receiving padlocks from the provincial treasurer, the principal should debit himself with them on Provincial Form 117 (A), and not 130 (A), as in the case of expendable supplies. Then when a padlock, or any other nonexpendable article, is shipped out with any fabricated article, such transaction should be made the subject of a separate entry on the "monthly report of articles transferred and sold," Provincial Form 132 (A).

30. In the case of very large orders, it may be advisable for accounting purposes, to break up the order into several smaller ones. For example, if a purchaser desires the manufacture of 500 lockers, ten orders for 50 lockers each will make a more convenient arrangement for handling such a contract.

31. *Do not under any circumstances mix private and Government funds or property.* Avoid lending tools to persons not connected with the school.

32. In schools having workbenches equipped with lockers for the storage of tools when not in use, it is advisable to have uniform equipments on all the benches so as to facilitate the inspection of tools at the end of each recitation. Tools not sufficient in number for supplying the individual sets or alternate sets, may be classed with the extra tools and issued by the tool keeper as needed by pupils. Where no bench lockers are available, individual tool racks should be provided, and numbered; these may be made very simple but should have a place for each tool, and when returned to the tool keeper each tool should be in its place. Extra tools should have regular spaces provided, on the tool-room shelves, and spaces named if necessary. System in caring for tools will help to insure the principal against shortage. Various systems, based upon the use of metal checks, have been tried in many of the trade schools, but have usually resulted in the loss of tools. A simple system, now being used successfully in several schools, is as follows: Small slips of paper, one-fourth sheet

of newspaper stock ($2\frac{1}{2}$ by $3\frac{1}{2}$ inches) are placed with the tool keeper who gives one to any pupil asking for tools. The pupil writes his name at the top and under it the word "Received;" under this he writes "Box No.," if taking out the entire box; if taking only a few tools he writes the name of each and draws a line under the last one. The tool keeper keeps this slip of paper as a receipt, filing it in a *vertical, alphabetical* filing case with boxes about one-half inch thick, and allowing about one fourth of the paper to project so as to find the names quickly. If a tool is returned before the end of the period, the pupil must see that the tool keeper crosses it off the list. All tools must be returned at the end of the period, and receipts given back to the pupils. It is advisable to have the same person in charge of the tools at all times, the janitor, or clerk, or a teacher.

33. Students should be encouraged to save money and make deposits in the postal savings bank in order that, upon completion of the course, each student may purchase a set of tools.

34. Division superintendents should arrange to have the greater part of municipal school furniture manufactured in the trade school. Municipal woodworking classes may be allowed to make school desks in small quantities, as exercises, but should not be encouraged to make the more difficult articles of furniture. Provided the work is done in a satisfactory manner, it is quite probable that orders for other municipal furniture may be given the trade school.

35. Although considerable stress is being placed upon the commercial side of industrial work, yet the desire to produce a great number of salable articles must not be permitted to overshadow the ultimate aim of producing skilled workers and useful citizens.

TRADE SCHOOL ACCOUNTING (PROVINCIAL DIVISION CIRCULAR NO. 190,
BUREAU OF AUDITS.)

Introduction.

1. The following system of accounting for property and funds by provincial treasurers and trade school principals in connection with trade schools is promulgated for the information and guidance of those concerned:

The System in Brief.

2. In view of the fact that commercial work is an important factor in the operation of trade schools, it has been deemed advisable to make the receipts from operation a credit to the appropriation therefor. This, in effect, will allow the trade school a "working capital" upon which it may be operated and provides an account in the provincial treasurer's ledger which will show a complete record of all transactions in connection therewith and the financial result.

3. A system of accounting within the trade schools by the principals thereof has been found to be equally essential, not only for the purpose of providing for an accounting of material and supplies issued

to them and of public funds which come into their possession, but also for the purpose of determining the cost, with reasonable accuracy, of services rendered and of articles manufactured in trade schools.

4. The system hereinafter described is designed to cover both cases.

A Reimbursable Appropriation.

5. On and after July 1, 1910, all expenses of every nature in connection with the operation of the provincial trade school will be charged to the classification "trade schools F-44" and all receipts from sales of articles manufactured in the trade school (excepting those on hand June 30, 1910) and receipts for services rendered by it will be credited to this account.

6. In the present system of provincial accounting, it has been made a rigid rule that "refunds to expenditures" should be treated as "reductions of expenditures;" i. e., such amounts are entered on the debit side of the account in red ink and made minus amounts in that column. "Appropriated funds" returned to the unappropriated fund are also treated as a "reduction of appropriation;" i. e., the amount, instead of being charged on the "debit" side of the appropriation account, is entered in red ink on the "credit" side and treated as a minus amount in that column.

7. It has been deemed advisable for reasons herein stated to make the following exception to this rule in the case of account "F-44, trade school:" Proceeds from sales of articles manufactured in the trade school since June 30, 1910, and receipts for services rendered by it, will be taken up on the *credit side* of that account in *black ink*, the object being to have the debit column in the trade school ledger account show the entire, net expense of the school at any given date and the credit side to show the entire, net receipts from sales, etc., plus the appropriation, at any time desired. As a balance column has been provided in the present ledger, there will be no necessity for formally bringing over a balance at any time during the fiscal year, thus making an appropriation account which is, in fact, also a progressive, analyzed statement.

8. In order to have this account of statistical value, the stock of supplies on hand in the school on June 30, 1910, must be charged to it and the sale of articles manufactured during the previous year and on hand must not be credited to it.

Property Inventory.

9. Upon the receipt of these instructions the provincial treasurer and the principal of the trade school will make an inventory of all provincial supplies, material, and manufactured articles on hand in the trade school. Supplies and material used in articles that are in process of construction will be considered as supplies on hand. One copy of the inventory will be retained by the provincial treasurer;

one copy by the principal; and one copy will be furnished the district auditor.

10. The provincial treasurer will thereupon take up all material and supplies found on hand at time of inventory, charging "stores account C-23" and crediting "principal account" with the value of same.

Provincial Stores.

11. The material and supplies taken up from the inventory may be at once issued to the principal of the trade school in the usual manner. Material and supplies for the trade school will be requisitioned and receipted for under the same uniform system now in general use, by using Provincial Form No. 122 (A). All such issues will of course be a charge to "trade schools, F-44" and a credit to "stores account, F-18."

12. Provincial treasurers will be allowed to drop expendable supplies in reasonable quantities when issued to trade schools.

13. In cases where conditions warrant, minor emergency supplies may be purchased locally by the principal, who will seek reimbursement from the provincial treasury therefor.

Trade School Supplies—The Principal's Accountability.

14. The principal will immediately take up on his "material and supplies account," which is to be kept on trade school property cards, Provincial Form No. 130 (A), all material and supplies issued to him. Reference will be made to the number of the issue order, Provincial Form No. 122 (A), from which each item has been taken.

15. Supplies furnished by individuals for their own use in the manufacture of articles are not taken up in the supplies account, but such fact should be noted on the job card, Provincial Form No. 131 (A).

16. Credit may be taken on Provincial Form No. 130 (A) for material and supplies used (1) in exercise work; (2) in the manufacture of articles for sale only; (3) in repair work; and (4) for sales to pupils of such supplies as they may expend in the manufacture of articles for themselves in the trade school as exercise work. (See last sentence of par. 28 of these instructions.)

17. A "job card," Provincial Form No. 131 (A), properly filled out will be required in support of each and every credit taken for material or supplies, except sales to pupils, which will be supported by reference to the number of the official receipt General Form No. 13 (A) given for the proceeds of the sale. Reference must be made in every instance to the job card upon which the issue was made as the authority for the credit.

18. On June 30th of each year, or whenever required by competent authority, the principal will make a complete inventory of all material

and supplies on hand in the trade school, forwarding one copy thereof to the provincial treasurer; one copy to the district auditor, and retaining one copy. At the same time the material and supplies account, or the trade school property cards, will be balanced and compared with the inventory.

19. In case of change of principals, invoices and receipts will be prepared for all material and supplies on hand. One list of such property duly receipted will be forwarded by the outgoing principal to the district auditor to enable that officer to allow credit therefor. Credit will then be taken on the property cards, Provincial Form 130 (A), for the property so transferred. The property accounts should then be ruled and balanced.

20. The incoming principal will charge himself upon the same cards used by his predecessor, for the property thus invoiced to him.

21. The outgoing principal will also obtain a memorandum receipt from his successor for all manufactured articles on hand, which receipt he will deliver to the provincial treasurer in exchange for his own. At the same time credit will be taken on the "equipment cards," Provincial Form 117 (A), for the articles thus transferred.

Receiving Orders.

22. Articles are manufactured only upon the receipt of written orders, except such stock articles as may be made during school hours. Orders for the manufacture of articles for municipalities are sent through the provincial treasurer on Provincial Form 122 (A), the original and duplicate copies of this form being forwarded to the principal as his authority for manufacturing or delivering the articles. The person who receives the articles from the principal signs both copies of Provincial Form 122 (A) and takes the duplicate as an invoice. When an order received on Provincial Form 122 (A) is filled by more than one shipment, each partial shipment shall be receipted for on the back of the original and duplicate; and when the final shipment is made and receipted for, the duplicate shall be sent as an invoice to the person placing the order. When an order has been filled and delivery completed, the original of Provincial Form 122 (A) is turned in by the principal with his "monthly report of articles transferred and sold," Provincial Form 132 (A), as per paragraph 31 of these instructions. Articles for the province are ordered by the provincial treasurer. Orders for school furniture and equipment are approved by the division superintendent. Private orders are received by the principal, the division superintendent, or the provincial treasurer on Provincial Form 122 (A).

Manufacture of Articles.

23. When an order is received by the principal for an article which is not in stock, a job card, Provincial Form 131 (A), is made out in duplicate. The original is retained by the principal and the duplicate

is given to the pupil to whom the job has been assigned. Possession of the duplicate card authorizes the pupil to draw the necessary supplies for the job. When supplies are drawn from the storehouse, the transaction is recorded immediately upon both the original and the duplicate job cards.

24. A contracting pupil may hire other pupils to assist him in the work, paying them from the contract price.

Payment for Labor.

25. Upon resolution of the provincial board the provincial treasurer may advance to a principal who is bonded an amount not in excess of three hundred pesos as a working capital for the purpose of enabling him to pay pupils promptly upon completion of the jobs.

26. Labor in excess of the regular school period is paid by the province under the provisions of Act No. 1795 (sec. 2037, Compiled Acts of the Philippine Commission), and must not exceed the rate fixed by the Secretary of Public Instruction under the provisions of said Act. The services of pupils or others in connection with the operation of trade schools will be paid for on Provincial Form No. 133 (A), whether such services have been rendered by "contract" or by "time," and the amount will be entered as a charge to F-44 and a credit to "cash." Space has been provided on this form for the principal's report of the number, description and selling price of each and every article manufactured by the labor paid on the payroll.

27. In case the trade school renders service for the province, such as sawing, planing, repair work, etc., the trade school account will be credited and the proper appropriation account will be charged with the cost of same.

Disposal of Manufactured Articles.

28. When articles ordered by private parties are delivered, or when repairs have been completed, the principal collects payment and issues official receipt, General Form 13 (A); the same procedure will be observed whenever articles are sold at the school from stock. When articles ordered by the province or the municipalities are completed, they are transferred to the provincial treasurer or his authorized agents. Pupils may be permitted to make articles for their own use, or for sale, upon payment of the cost of the supplies used, plus 20 per cent.

Selling Price.

29. The selling price of manufactured articles is fixed by the provincial board, which usually delegates this authority to the provincial treasurer and the principal. As a rule, this price is fixed at not less than 20 per cent above the cost of labor and supplies.

Reports.

30. (a) At the close of each month the principal will render a report on Provincial Form 134 (A), listing thereon with their unit and total value all salable articles fabricated within the month during school hours or any salable articles fabricated for which the labor was performed gratis. This report will be made in duplicate, the original for the provincial treasurer and the copy to be retained by the principal. If any month passes without any such articles being fabricated, the principal will render this report by writing the word "none" across the face of the form, signing it, and submitting it as above required. This report together with the report made on trade school payrolls, as per paragraph 26 of these regulations, constitutes a complete report of all salable articles of whatsoever nature fabricated in the trade school in any month.

31. (b) The principal renders a monthly report, Provincial Form 132 (A), in duplicate covering all articles sold at the school and those transferred to the provincial treasurer or his authorized agents (see par. 28 of these instructions.) The treasurer places his O. K. on the face of the duplicate and returns it to the principal for file with his office records.

32. (c) At the end of each month the principal must pay into the provincial treasury all funds received by him from the sale of trade school products or supplies, and receipts for services rendered, abstracting the receipts, General Form 13 (A), on Provincial Form 10 (A), attaching thereto the duplicate receipts. Upon receipt of the collections thus abstracted, the provincial treasurer will issue a receipt for the amount thereof on Provincial Form 19 (A).

Manufactured Articles.—The Principal's Responsibility.

33. The principal is responsible to the provincial treasurer for all articles manufactured in the provincial trade school (except such articles as are made by pupils from their own material) and all funds which pertain to the province, whether received as an advance from the provincial treasurer or from sales of articles or for services rendered. The principal will sign memorandum receipts to the provincial treasurer for all articles manufactured in the trade school from provincial materials.

34. The accounting for this property "responsibility" should be made upon Provincial Form No. 117 (A), "equipment card." The principal will debit himself on these cards with all articles fabricated in the trade school, making reference to the number of the job in each instance or to his report on Provincial Form 134 (A) (see par. 30 of these instructions) by date, and will take credit for such articles as they are delivered, citing the receipt number in case of sales and the receipted report, Provincial Form No. 132 (A) (see par. 31 of these

instructions) by date, in case of deliveries to the provincial treasurer or his authorized agents as authorities for the credits taken.

35. The principal will receipt to the provincial treasurer for all provincial machinery, tools, implements, and other equipment used in the trade school.

Examination of Accounts.

36. The principal's accounts and records will be open to inspection by the provincial treasurer or his deputy, the provincial board or other competent authority at all times.

37. The district auditor will periodically examine the principal's cash and records to determine whether a proper accounting has been made of all funds and property for which he is accountable or responsible.

Principals to be Bonded.

38. All principals of trade schools who have sufficient accountability and responsibility to warrant it, will be required to give bond in a sum sufficient to protect the Government and insure a proper accounting for all property and funds which may come into their possession in the performance of their duties.

Provincial Treasurer's Property Accountability.

39. The provincial treasurer will take up all manufactured articles found on hand at time of inventory (see paragraph 9 of these instructions), and obtain the principal's memorandum receipt, General Form 32 (A), therefor. Such articles will be charged to "supplies account, C-23" and credited to principal account. When such of these articles as were manufactured previous to July 1, 1910, are sold, the proceeds should be taken up as "revenue" under the caption "Trade school receipts." The articles will be dropped from the "stores accounts" by reversing the former entry, i. e., by charging principal account and crediting "stores C-23" with value of same.

40. All articles fabricated in the trade school after June 30, 1910, for any branch of the Government will be delivered to the provincial treasurer and taken up by him in "stores account, F-18" and credited to "trade school account, F-44," at the selling price. The subsequent accounting for such articles will be the same as that provided in case of sales of other stores.

41. The accounting for other articles fabricated in the trade school may be had in the manner first above described or by a property account, separate and apart from "stores account," in the discretion of the provincial treasurer. In such case the property account will be kept on Provincial Form No. 117 (A) under a system similar to that described in section 34 hereof, for principals and the proceeds from sales of the articles so accounted for will be charged to "cash" and credited to "trade school account, F-44."

42. If it is deemed expedient manufactured articles may be left at the trade school in the custody of the principal on his memorandum receipt (see last sentence of paragraph 26 of these instructions) pending sale or delivery.

43. Vouchers for services of pupils in the manufacture of articles (see par. 33 of these instructions) will show, in every case, the articles fabricated by such service, a brief description of such articles, and the selling price of each.

44. The provincial treasurer will take up all manufactured articles from the vouchers upon which payment is made for the labor in the making thereof, excepting articles manufactured during school hours or from services rendered gratis, which articles will be reported to the provincial treasurer on Provincial Form No. 134 (A) (see par. 30 of these instructions) and which should be taken up by the treasurer in the regular manner herein described.

Forms.

45. In so far as possible, forms already in use have been utilized. Provincial Form 10 (A) should be changed so as to indicate a trade school in place of a municipality.

46. Before blank job cards, Provincial Form 131 (A), are issued to the principal, they will be numbered in a duplicate series with a numbering machine in the office of the provincial treasurer, and the *serial number* appearing on a job card shall also serve as the *job number* of the job for which such card is used. The principal will file the originals of all job cards; the duplicates are given to the contracting pupils. If a card is spoiled, the original and duplicate should be marked "void" and filed in the usual manner.

Identification of Manufactured Articles.

47. All manufactured articles must bear their job number. This number should be stamped deeply into the wood, or whatever the material may be, with steel dies.

Definition of "Trade School" and "Principal."

48. The term "trade school" as used in the foregoing instructions includes provincial trade schools and provincial manual training schools.

49. The term "principal" as used in these instructions includes principals of provincial trade schools and teachers in charge of provincial manual training schools.

XIII.

TRANSPORTATION TO AND FROM THE UNITED STATES.

Introduction.

The following regulations govern officers and employees of the Philippine Government in making application for transportation on commercial boats, Bureau of Navigation boats, and United States Army transports. These regulations are prescribed in a transportation circular of the Executive Bureau, issued under date of February 1, 1910.

Request for transportation.

I. Request for transportation should be made in a communication separate and distinct from request for commutation of leave of absence or presentation of resignation.

Transportation to the United States on Commercial Liners.

II. Applications should be made to the head of the Bureau or Office in which the applicant is employed, and should be approved by him and sent to the Executive Secretary, except in the cases mentioned in Note 1 to this paragraph. They should contain the following information:

- (a) Name of applicant.
- (b) Whether transportation is desired to San Francisco, Seattle, or New York.
- (c) Whether applicant has resigned, or has been granted leave of absence with permission to visit the United States. (See Note 1 to this paragraph.) (In case transportation is desired for a member of family only, and not by an employee this question need not be answered.)
- (d) Names of the members of his family, if any, for whom transportation is also desired; and if any are children under 12 years of age, their ages and sexes. (See Notes 2 and 3 to this paragraph.)

NOTE 1.—If the applicant has resigned and is entitled to transportation at Government expense in accordance with subsection (d) of section 29, or section 31, of Act No. 1698, the application should be sent by the head of the Bureau or Office to the Director of Civil Service, who will forward the papers to the Executive Secretary with verification of such right. In such cases the steamship agents will be requested to furnish the resigning employee transportation to the United States at the Government contract rate upon payment by him of the cost thereof less \$120 United States currency, which is the present adjusted value of the transportation to be paid by this Government in such cases. Should a resigning employee, entitled to the privileges mentioned, purchase transportation from a steamship company with which this Government has no contract or agreement, the Insular Auditor will arrange for the commutation of the adjusted value of the transportation due upon presentation to him of a receipt from the steamship company as proof of purchase of transportation.

In this connection attention is invited to the following excerpt from the minutes of the Philippine Commission of February 14, 1905:

“Resolved, That by the provisions of Act No. 80 it was not contemplated that an employee of the Civil Government who had rendered faithful and continuous service for three years or more should be permitted to commute his transportation in the event that he did not intend to return to the United States, but that he was to receive passage in kind. Act No. 1040 permits him to receive the cost of transportation by any other route to the extent that it would cost the Government to furnish him direct transportation from Manila to San Francisco. As it is desirable to establish a fixed rule as to the time within which applications for return transportation must be made, it is hereby directed that such applications must be filed within six months after the resignation of the employee entitled to such transportation.”

It has been ruled, also, that the transportation must be used within the six months' period or the right thereto forfeited.

When transportation to the United States is furnished upon an Army transport it will be construed as compliance by the Government with its obligation to furnish transportation to those entitled thereto.

NOTE 2.—Any officer or employee of this Government, Insular, provincial, or municipal, may obtain the benefit of the contract rate for transportation for any member of his family from Manila to the United States, or from any point of embarkation in the United States to Manila for any member of his family or for his fiancée, by applying through the head of his Bureau or Office to the Executive Secretary therefor.

If the officer or employee wishes to make payment in Manila for such transportation from the United States, this office will issue a transportation request upon the local agents of the steamship company for the desired transportation and the officer or employee may make payment to the said agents. If the transportation is to be paid for in the United States by the person for whom requested, the application will be forwarded by this office to the Chief of the Bureau of Insular Affairs, and that official will make the necessary arrangements.

NOTE 3.—The term “members of family,” as used in the transportation contracts, will be construed to include the parents, wife,

children and servants constituting the dependent members of one household. A statement that the person for whom the transportation is asked is a dependent member of his family should be included by the applicant in his application.

In all cases the name and address, as well as relationship, of the person in the United States for whom transportation is desired should be given.

III. Filipino students, traveling at their own expense, are entitled to the contract rate.

NOTE.—Students desiring to avail themselves of such rate must make application therefor through the Director of Education and Secretary of Public Instruction, giving full particulars regarding themselves, including age, extent of education, names of schools or colleges attended, and their means of livelihood during their residence in the United States. If the Secretary of Public Instruction recommends that transportation be granted, the request will be issued.

Cost of Transportation.

IV. From Manila to either San Francisco or Seattle the cost of transportation at Government rate is \$150 United States currency; from Manila to New York, via the Suez Canal, \$175 United States currency.

NOTE 1.—In the matter of the transportation of children the general rule of half and quarter rates applies—that is, on the trans-Pacific lines there is no charge for one infant under 2 years of age, one-fourth rate being charged for each additional; children between 2 and 5, one-fourth rate; and children between 5 and 12, one-half of the Government rate. On the Spanish Mail steamers there is no charge for one infant under 3 years of age, additional infants under 3 being charged one-fourth rate each; children between 3 and 6, one-fourth rate, children between 6 and 12, one-half rate.

Only children paying half-rate are entitled to a berth alone. Two children paying each a quarter rate will be entitled to one berth.

NOTE 2.—These special rates, which apply also between the United States and Manila, are for first-class transportation and include subsistence aboard the vessel from Manila to San Francisco, Seattle or New York, but do not include hotel bills in ports where stops-overs are necessary.

NOTE 3.—The Pacific Mail Steamship Company is maintaining an "intermediate" service by the steamers China and Persia, only one class of saloon passengers being carried. The rate from Manila to San Francisco is \$140, \$145, or \$150, United States currency, varying with the steamer taken from Manila to Hongkong, where transfer is necessary. The rate from San Francisco to Manila on these boats is \$115 United States currency. No reductions from these rates are granted Government officials or employees.

NOTE 4.—In accordance with the provisions of Act No. 1425, Philippine Commission, all arrangements for transportation to the United States via commercial lines with which this Government has a contract or agreement must be made by the applicant with the local agents of such companies after securing from this

office the transportation request. (If to San Francisco, with Messrs. Castle Bros.-Wolf and Sons; if to Seattle, with Messrs. Macleod & Co.; if to New York, with the Compañia Trasatlantica, all of Manila.)

NOTE 5.—For the convenience of employees living outside of Manila, and when so requested, this Bureau will forward the transportation requests to the agents of the companies direct, thus enabling the employee to make reservation and further arrangements by letter. Those desiring that this be done should not fail to mention the line by which they wish to travel. Or, if preferred, the employee may arrange for reservations direct with the Manila agents of the lines by which transportation is desired, with the understanding that the regular request for the contract rate will be obtained from this office and submitted when ticket is purchased.

NOTE 6.—The Philippine Government has no agreement with the railway companies of the United States for reduced fares for Government officials and employees. Through tickets are sold, however, by the Manila agencies of the trans-Pacific lines to any point in the United States reached by their railroad connections, the cost being the Government rate from Manila to San Francisco or Seattle plus the regular railroad tariff from those points to destination. The advantage of purchasing a through ticket lies in the number of pounds of baggage allowed each traveler, without charge, on the railroads in the United States, as it is understood that 350 pounds are allowed on such tickets by certain of the companies, while on tickets purchased in San Francisco or Seattle to destination a maximum of only 150 pounds is allowed as a rule.

Clearance Necessary for Bonded Officials or Employees.

V. Attention is invited to the following provisions of Act No. 1605:

“No bonded officer or bonded employee of the Insular Government, or of any provincial or municipal government in the Philippine Islands, or of the city of Manila, whether in the actual service of such government or separated therefrom, shall leave or attempt to leave the Philippine Islands without first securing a certificate from the Insular Auditor showing that his accounts with the government of which he is or was such bonded officer or bonded employee have been finally settled by said Auditor. Every such officer or employee violating any of the provisions of this section shall, on conviction thereof, be punished by imprisonment for not exceeding six months or by a fine of not more than one thousand pesos, or both, in the discretion of the court.”

Transportation from the United States on Commercial Liners.

VI. Every officer or employee who is granted leave of absence for the purpose of visiting the United States and who contemplates returning to duty upon the expiration of such leave, should, prior to his departure from the Islands, make application through the proper head of Bureau or Office to the Executive Secretary for return transportation. Such request must contain information similar to that required by Paragraph II, subsections (a) and (d), as well as his

post-office address in the United States and the approximate date, and point from which transportation is desired.

NOTE 1.—Immediately upon his arrival in the United States the officer or employee should communicate with the Chief of the Bureau of Insular Affairs, War Department, Washington, D. C., regarding the transportation desired, and all subsequent correspondence in connection therewith should be conducted with that official, who should be promptly advised of any changes occurring in the post-office address of the officer or employee in the United States.

Return Transportation May be Advanced to Officials and Employees, But not to Members of Families.

Resolved, That the Chief of the Bureau of Insular Affairs be, and he is hereby, authorized to furnish return transportation to the Philippine Islands to officials and employees of the Philippine civil service granted leave of absence with permission to visit the United States, who request such action, upon the understanding that the cost of such transportation will be refunded to the Government in not more than six equal monthly installments after the return to the Islands of the official or employee whose transportations is thus advanced, and upon the further condition that the official or employee concerned shall agree to remain in the service of the Philippine Government for at least six months after his return or until such time as the Government has been reimbursed in full for the cost of the transportation furnished: *Provided, however*, That the privilege herein authorized shall apply only to officials or employees of the Philippine civil service and that in no case shall transportation be advanced to a member of the family of such official or employee unless said member is also a regular employee. (Resolution of Philippine Commission of September 9, 1907.)

NOTE.—It will be noted from the foregoing that the last section of paragraph 13 (a) of Rule XVI, Executive Order No. 5, series of 1909, is incorrect in limiting this privilege to those who have served more than three years.

Cablegrams to be Charged to Employees.

VII. The cost of any cablegrams necessitated by noncompliance on the part of any employee with the foregoing instructions will be charged to such employee, and will be deducted from any salary or allowance due or that may become due him.

Transportation to the United States on United States Army Transport.

NOTE.—The transport service is maintained primarily for the use of the United States Army, Navy, and other branches of the Federal Government, and accommodations for persons other than those entitled thereto by their connection with the Federal service are necessarily limited. The military authorities are unable to

advise as to accommodations available for Insular employees until *just prior* to the sailing of the transport.

VIII. When transportation from Manila to San Francisco on an Army transport is desired by an officer or employee for himself or for a member of his family, the request should be addressed to this Office through the head of his Bureau or Office and contain the following information:

(a) Full name of persons for whom requested, condition of health, and if a Government official or employee, official designation, and length of time in Philippine service. (See Note 2 to this paragraph.)

(b) If Government officer or employee, whether the trip to the United States is on leave of absence or due to resignation; if on leave of absence, he shall state that transportation if by a commercial liner would be at his own expense; if on leave of absence, with resignation to become effective after arrival in the United States, he shall state whether transportation if by a commercial liner would be at his own or at Government expense.

(c) Whether it is the intention of the person for whom transportation is requested to return to the Philippine Islands, and if an officer or employee of the Government and he desires to return by a transport, he shall state whether or not he will be entitled to reimbursement of traveling expenses at the expiration of the prescribed period after return to duty.

NOTE 1.—Only citizens of the United States who are employed by this Government or dependent members of their immediate families, can be furnished transportation on Army transports.

NOTE 2.—If the person by or for whom the request is made is in poor health, he must secure from the Army board at the Division Hospital a certificate as to the condition of his health before he will be permitted to embark. Should the person be bedfast, the board will, upon request duly made through the Executive Secretary, proceed to the home of such person, or to the hospital where he may be, and make the necessary examination.

NOTE 3.—After a request for transportation has been made by the Executive Secretary to the Adjutant-General of the Philippines Division nothing further can be done by this Office. The employee himself must make all inquiries and necessary further arrangements directly of and with the transportation clerk in the office of the chief quartermaster, Fort Santiago, Manila.

Transportation From the United States on Army Transports.

IX. When a returning employee desires transportation from the United States by Army transport, he should, after his arrival in the United States, so indicate in his letter to the Chief of the Bureau of Insular Affairs.

NOTE.—No action will be taken by the Quartermaster-General of the Army in Washington upon requests by members of the families of Insular employees for transportation to Manila by Army transports. All requests of this character must be made

by the employee himself, through the proper head of Bureau or Office, to the Executive Secretary, who will refer them to the Commanding-General of the Philippines Division, whose approval is now required by the Quartermaster-General as a prerequisite to the consideration of such requests. If the Commanding-General makes favorable recommendation, the request will be returned to this Office and forwarded to the Bureau of Insular Affairs, at Washington. No assurance can be given, however, that the transportation will be granted, even though compliance be had with this requirement.

Transportation Via Suez to New York.

The Government now has an agreement with the Compañia Transatlantica (Spanish Mail) by which officials and employees may secure first-class transportation from Manila to New York, via the Suez Canal, for \$175 United States currency. It is understood that lay-over privileges for one month, for side trips through Europe, may be arranged for with the main office of the company at Barcelona. Transfer to the trans-Atlantic boats of the company may be made at Genoa, Italy; or Cadiz or Barcelona, Spain, at which ports passengers may leave the boats if they so desire, rejoining them again at the same, or later ports. Each passenger is allowed 400 pounds of baggage on this line.

Refund of Traveling Expenses.

The following instructions relative to traveling expenses from the United States to Manila are quoted from Circular No. 48 of the Bureau of Audits, dated, January 1, 1910:

Traveling expenses allowable under the provisions of section 23 (e) and section 29 (a) of Act No. 1698 consist of transportation, subsistence, and lodging. The following general rules will be observed in the audit of claims for reimbursement on account of such expenses:

(a) *Transportation*.—This expense comprises (1) railway fare, (2) steamship fare, (3) sleeping-car fare, (4) laundry, (5) baggage transfer, (6) cab fare, and (7) tips.

The first four items must invariably be supported by receipts, otherwise claims on account thereof will not be allowed. Porter's check will be accepted as a voucher for sleeping-car fare.

Actual and necessary expenses for transfer of baggage at terminal stations, not to exceed \$1 United States currency for each transfer, will be allowed in the absence of receipts. Claims in excess thereof unsupported by receipts will not be allowed in audit. Excess baggage, not to exceed 200 pounds, will be allowed but must in every case be supported by receipts.

Cab fare from depot to hotel to dock will be allowed in the amount actually paid not to exceed \$1 United States currency for each trip, no receipt being required.

Tips will be allowed in the amount actually paid, not to exceed an average of \$0.50 United States currency per day, no receipts being required.

(b) *Subsistence and lodging.*—This expense comprises hotel bills and meals en route on trains and at restaurants. The maximum amount allowed in the absence of receipts is \$3 United States currency per day, irrespective of the salary of the officer or employee.

If valid receipts are presented in support of the claim the actual amount expended will be allowed subject to the following limitations:

All persons receiving an annual salary of less than \$2,000 per annum, a maximum of \$4 United States currency per day.

All persons receiving an annual salary of \$2,000, but less than \$5,000, a maximum of \$5 per day.

All persons receiving an annual salary of \$5,000, but less than \$10,000, a maximum of \$6 per day.

All persons receiving an annual salary of \$10,000, or more, a maximum of \$10 per day.

Wines, cigars, mineral water, baths, barber's charges, extras, and unidentified items on hotel bills will not be allowed in audit.

Especial attention is invited to the provisions of Act No. 1698 which requires travel by the route and steamer directed. In case an officer or employee chooses to travel by an indirect route receipts must be taken for all amounts expended exclusive of tips, and reimbursement will be allowed for so much thereof as represents the necessary cost by the direct route.

Expenses incident to stop-overs for the convenience of an officer or employee will not be allowed in audit.

Officers and employees returning from leave, and those traveling under original appointment, will not be allowed expenses in excess of three days between date of arrival at port of embarkation and date of sailing of vessel, unless it is satisfactorily shown that a change was made in the sailing schedule of the boat to which such persons were assigned.

In case of travel via Europe, expenses during the time necessary to transship at Barcelona will be allowed those officers and employees who engage passage on the Spanish Mail for the entire trip. Those who travel by other lines will be allowed expenses based upon actual and necessary expenses via the Spanish Mail. Claims for reimbursement for more than three day's delay at port must be supported by evidence of assignment to a specific steamer. Stop-overs at Genoa or European ports other than Barcelona will be at the risk of the employees, as the contract steamers reserve the right to omit such ports.

Actual and necessary expenses incident to transfer at Hongkong will be allowed, subject to the limitations herein contained.

Interisland Transportation.

All Insular Government officers and employees, while traveling on leaves of absence, and the members of their families at all times, are entitled to transportation on interisland contract steamers at one-half the usual rate. Officers and employees traveling on official business must pay the full rate.

NOTE.—A certificate from the proper head of his Bureau or Office, or other proper authority to the fact that the officer or employee is in the Government service will be required.

The term "members of family" has been construed by the Bureau of Navigation to mean the "wife, unmarried daughters, and sons under 21 years of age."

Transportation on the interisland transports of the Army can at times be furnished officers and employees of the Insular Government and their families. Requests for such transportation should be made to the Executive Secretary through the proper head of Bureau or Office, and should state the date when desired, the name of the boat on which applicant wishes to sail, whether for round trip or between ports only, and names of members of family for whom transportation is also desired.

Additional Instructions Governing Applications for Transportation on Army Transports.

1. Circular No. 22, Headquarters Philippines Division provides that:

a. All applications for oceanic or interisland transportation on Army transports, for officers and employees of the Insular Government and for members of their families, must be forwarded (with the approval of the Chief of Bureau to which the officers or employees belong), through the Executive Secretary, to the Adjutant-General, Philippines Division.

b. The applications must set forth that the applicant is not engaged in commercial or professional business in the Philippine Islands, must indicate the office or position held under the Insular Government, and must state whether the expense is to be borne by the individual or by the Insular Government.

c. Officers and employees seeking transportation for members of their families will include in their applications, the following information:

(1) The relationship between themselves and the persons for whom transportation is requested.

(2) The ages and sex of children.

(3) Except in case of wife or minor child, a certificate to the following effect:

"I certify that, for whom transportation is herein requested, is my and is a

bona fide member of my family, having residence with me in the Philippines."

d. Transportation will not be authorized for officers or employees of the Insular Government who are engaged in commercial or professional business in the Philippine Islands, nor will it be furnished to relatives of officers or employees who are not bona fide members of applicant's family.

2. In a circular issued under date of July 18, 1910, the Executive Secretary states in connection with above quoted circular of the chief quartermaster, Philippines Division:

"In connection with the transportation circular of this office dated February 1, and the letter dated June 20, transmitting a copy of Circular No. 22, current series, of Headquarters, Philippines Division, relative to transportation of officials and employees of the Insular Government on United States Army transports, I have the honor to quote the following from a letter of the Adjutant-General, Philippines Division:

"Referring to the requirements of paragraph 2 (b), Circular No. 22, current series, these Headquarters, which states "The applications must * * * indicate the office or position held under the Insular Government," the division commander requests that in future the exact official designation of such office or position, *together with the salary paid the applicant by the Insular Government*, be stated in the application for transportation.

"This information will be of material value to the chief quartermaster of the division, in determining the passengers entitled to prior consideration for assignment to the cabins on transports."

"This office will in future be unable to favorably indorse to the military authorities applications for transportation on Army transports, unless all the requirements of the circulars above referred to are complied with."

3. In connection with the transportation circular of February 1, 1910, the Executive Secretary writes under date of June 20, 1910:

"In connection with the transportation circular of this Office of February 1, 1910, I have the honor to inclose herewith a circular issued by the order of the Commanding-General, Philippines Division, relative to the granting of transportation for officers and employees of the Insular Government and members of their families. Your attention is also invited to the following letter received from the Adjutant-General, relative to the same matter:

"I have the honor to request, by direction of the division commander, that in forwarding requests of employees of the Insular Government for transportation on vessels of the Army transport service you cause the indorsement to show whether the application is recommended for first or second cabin or troop accommodations."

"It is requested that the provisions of both the circular and letter

be complied with in future when making requests for transportation, as this Office will be unable to transmit to the Adjutant-General applications which are not in the form desired."

4. In connection with previous circulars relative to transportation to and from the United States on Army transports, the Executive Secretary writes under date of October 28, 1910:

"In connection with previous circulars issued by this Office relating to transportation to and from the United States on Army transports for Insular employees and members of their families, I have the honor to invite your attention to the following excerpt from General Orders, No. 167, issued by the acting chief of staff on September 2, 1910, in accordance with instructions of the Secretary of War:

"The following paragraph is added to United States Army Transport Service Regulations:

" "1932. Transportation on Army transports for members of the families of * * * officers and employees of the Philippine * * * Civil Government * * * while traveling on official business, may be furnished without expense to the United States when space is available after allotment shall have been made to all persons traveling under orders, upon the following conditions:

" "1. * * * The application must state the number of journeys by transport that have been made by the persons for whom transportation is requested, and if more than one such journey has been made within the previous two years the application will be denied, unless it be clearly shown that the journey is necessary on account of illness or important and urgent business.

" "2. Applications from * * * officers or employees of the Philippine Civil Government must be made through the Bureau of Insular Affairs (if from Manila, through the Executive Bureau). * * * In each case the application must show that the persons for whom transportation is requested are permanent members of the family of the * * * employee; that the journey is necessary for the purpose of permitting the persons to join the * * * employee, or to return from station of the * * * employee, where they have been living as members of his family, and the number of journeys by transport that have been made by such persons. If more than one journey has been made within the previous two years the application will be denied as provided in the preceding section of this paragraph."

"All applications for transportation to or from the United States on Army transports for members of the families of officials and employees must contain all the information now required by the Military authorities in such cases, and, in addition, should be accompanied with a certificate, signed by the official or employee in whose interest the application is made, in the following form:

"In compliance with General Orders No. 167, War Department,

dated September 2, 1910, I hereby certify that _____,
(name in full)
for whom transportation on trans-Pacific Army transport is herein
requested, is my _____, and is a permanent member of
(relationship)
my family, returning to (or from) my station, where _____
has been living as a member of my family.

"The following journeys have been made by the said
..... on trans-Pacific Army transports within the past
two years:"

5. In the same connection the Executive Secretary writes under date of December 28, 1910:

"For your information in connection with the general question of transportation from and to the United States on Army transports for Insular employees and members of their families, I have the honor to quote the following letter addressed to the Chief of the Bureau of Insular Affairs, by the Quartermaster-General of the Army, on November 21, 1910:

“With reference to your letter of July 14 last, requesting transportation to Manila on the August 5 transport for * * * son of * * *, employee of the Bureau of * * * in the Philippine Islands, I have the honor to inform you that this transportation was furnished under the assumption that the son was to join and become a permanent member of the family of his father in Manila, but it develops that he returned to the United States on the transport *Logan* leaving Manila October 15, 1910. It therefore appears that the transportation was merely for a trip or visit and as such was contrary to the intent of the law as interpreted; hence it is requested that cases of this kind which may hereafter arise be not forwarded to this office.

" 'It might be stated that the families of officers known to have less than six months further to serve in the Philippine Islands are denied transportation upon transports, as action to the contrary would generally be a matter of injustice to others entitled to use the transports.' "

"It is requested that the foregoing letter be brought to the attention of all employees who may request transportation from the United States on Army transports for members of their families."

XIV.

STANDARDIZATION OF PRIVATE SCHOOLS.

Outside of the public schools under the Bureau of Education, and the university which is under the administrative control of the Secretary of Public Instruction and the Board of Regents, there is a considerable percentage of the school population still in attendance in scores of private schools which are maintained in all sections of the Archipelago. In some cases these private schools are institutions of higher learning with good standing, often maintained by the churches and church orders. A great number of the private schools, found particularly in the provinces, have classes in several grades; the standard of instruction varies, some of them offering good courses. In all parts of the Islands there are numerous classes established by private individuals and devoted largely to the teaching of catechism, religion, and certain elementary subjects.

Heretofore, there has been no Government supervision over these schools; each has maintained its own course. There has been no common standard and no correlation among them. It had been thought for some years that these schools should receive some recognition and attention from the Government, and that efforts should be put forth to bring their teachings in line with the general courses prescribed by the Bureau of Education. Such recognition would also facilitate the transfers of pupils from one school to another on a common basis, and furnish a uniform standard upon which to pass upon the attainments of a student desiring to qualify for admission to the university or to certain examinations held under the auspices of the Government. Accordingly, in the early part of 1910 the Secretary of Public Instruction established in his office a branch for the standardization of the private schools. In this office certain requirements and courses were worked out for such schools along lines which are being followed in the Bureau of Education, and the private schools of the Islands were invited to bring their courses up to these standards. Official recognition by the Government and certain other privileges were offered to those schools that would meet the requirements, register as standard private institutions under the Secretary of Public Instruction, and submit to regular inspections by a representative of the Secretary.

Such recognition would mean a great deal for those schools which were giving to students a valuable and practical education. It was very desirable that a number of the higher private schools of learning be brought into relations with the public school system. The numerous colleges and schools throughout the provinces, with their thousands of students, would be held by such recognition to a fair standard of excellence. They would provide for a considerable percentage of the school population which can not now be handled in the public schools because of lack of adequate school facilities. For the smaller private schools which are found in provincial towns and barrios there is yet little hope of standardization. Having no organization and generally no responsible management, they can not now compete with the benefits offered by the Government. While they will continue to attract small groups of pupils for some time, their prospects as a rule are meager; interest in them is decreasing and with the growth and spread of the public school system they will generally disappear.

The plan for standardizing the private schools followed very closely the requirements for the public schools of the Islands. Programs were worked out for the primary, intermediate, and secondary courses, as well as for more advanced schools conferring the degree of bachelor of arts. To meet the approval of the Government it is desired that primary and intermediate work be given in English; English text books the same as those used in the Bureau of Education are prescribed. In some colleges only American and English instructors are employed; in others, along with American, English and Spanish instructors, there are numbers of high school and Normal School graduates. The industrial work for girls has already received considerable attention and is good; for boys the industrial feature is not yet up to the standard of government schools.

Immediately after the establishment of the private school department in the office of the Secretary, large numbers of schools applied for recognition under the system. Upon inspection, those that came up to the requirements were approved and registered as schools accredited by the Secretary of Public Instruction. In other cases inspection served to point out certain defects and deficiencies; in some cases these have since been remedied, and the schools have been accredited. In no case is a school given recognition which fails to come up to the standard, and occasional inspections of accredited schools are made to keep these institutions in line with the required instruction. In this manner approval has already been given for the following:

Seven schools conferring the degree of bachelor of arts.
 Four schools of high school grade.
 Six schools of intermediate grade.
 One school of primary grade.
 Total, eighteen schools.

In addition to these there are now forty-five schools seeking recognition as standard institutions of learning. The attendance in all of these is about 10,000.

The following lists show those schools which have been granted Government recognition with authority to issue certain certificates, diplomas and degrees:

For certificates, diplomas and the degree of bachelor of arts:

Ateneo de Manila	Manila, P. I.
San Juan de Letran	Manila, P. I.
San Beda	Manila, P. I.
San Vicente de Ferrer ..	Jaro, Iloilo, P. I.
Assumption College	Manila, P. I.
Silliman Institute	Dumaguete, Oriental Negros, P. I.
Colegio-Seminario	Vigan, Ilocos Sur, P. I.

For primary and intermediate certificates and high school diplomas:

Liceo de Manila	Manila, P. I.
Instituto Burgos	Manila, P. I.
La Consolación	Manila, P. I.
Centro Escolar	Manila, P. I.

For primary and intermediate certificates:

St. Scholastica	Manila, P. I.
Rosary College	Vigan, Ilocos Sur, P. I.
La Concordia	Manila, P. I.
San Carlos	Cebu, P. I.
Inmaculada Concepción....	Cebu, P. I.
Sta. Isabel	Manila, P. I.

For primary certificates:

Santa Rosa	Manila, P. I.
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The future of this branch is bright with promise. More and more schools are seeking recognition under the system as it becomes more firmly established. The benefits to be derived from a school accredited by the Government are so manifest to students and to the school authorities that it is believed that the great majority of those schools which provide really meritorious courses will soon be included among the accredited private institutions. Such schools have the heartiest support of the Government. They assist in a great measure in the work of education in which this Bureau is engaged. A harmonious understanding and a common standard of instruction between them and the Bureau are ends which are earnestly desired.

XV.

THE UNIVERSITY OF THE PHILIPPINES.

Organization and Purposes.

The Philippine Legislature, by Act No. 1870, passed June 18, 1908, provided for the establishment of a university to be known as the University of the Philippines. The purposes of the university, as defined in the law establishing it, is to provide for advanced instruction in literature, philosophy, the sciences and arts, and to give professional and technical training.

The Act, as amended by Act No. 2024, authorizes the establishment, when practicable, of the following colleges: A College of Liberal Arts; a College of Law; a College of Social and Political Science; a College of Medicine and Surgery; a College of Pharmacy; a College of Dentistry; a College of Veterinary Science; a College of Engineering; a College of Mines; a College of Agriculture; and a School of Fine Arts.

Control.

The university is a corporation under the administration of a Board known as the Board of Regents of the University of the Philippines. This Board is composed of eleven members or Regents. Six of the Regents are members *ex officio*, and the other five are appointed by the Governor-General, by and with the consent of the Philippine Commission. The Secretary of Public Instruction is the *ex officio* chairman of the Board. The Director of Education is one of the *ex officio* members.

The university has all the powers of a corporation, and the exercise of its corporate powers are vested in the Board of Regents. In addition to the ordinary powers of a corporation, the Board of Regents exercises those that generally pertain to a university board of regents.

University Council.

The university council, consisting of the president of the university and of all instructors in the university holding the rank of professor, associate professor, or assistant professor, has the power to pre-

scribe the course of study and rules of discipline, subject to the approval of the Board of Regents, and to fix the requirements for admission to any college of the university, as well as for graduation and the receiving of degrees. The council alone has the power to recommend students or others to be recipients of degrees.

Dean and Faculty.

The body of instructors of each college constitutes its faculty, and the presiding officer of each faculty is the dean of that college. He is elected from the members of such faculty by the Board of Regents on nomination of the president of the university.

Non-Sectarian.

In the appointment of professors or other instructors of the university, no religious test shall be applied, nor shall the religious opinions or affiliations of the instructor be made a matter of examination or inquiry; provided, however, that no instructor in the university shall inculcate sectarian tenets in any of the teachings, or attempt, either directly or indirectly, under penalty of dismissal by the Board of Regents, to influence students or attendants at the university for or against any particular church or religious sect.

Professors and any other regular instructors in the university are exempt from any civil service examination or regulation as a requisite to appointment.

Aid from Bureaus and Offices.

The heads of the Bureaus and Offices of the Insular Government are authorized to loan or transfer, upon request of the president of the university, such apparatus or supplies as may be needed by the university and to detail employees for duty therein, when in the judgment of the head of the Bureau or Office such supplies or employees can be spared without serious detriment to the service.

Board of Visitors.

The President of the Commission, the Speaker of the Philippine Assembly, and the justices of the Supreme Court constitute a board of visitors of the university, whose duty it is to attend the commencement exercises of the university and to make visits at such other times as they may deem proper, to examine the property, courses of study, discipline, and the state of finances of the university, to inspect all books and accounts of the institution, and to make report to the Governor-General upon the same, with such recommendation as they favor.

Board of Regents.

The Board of Regents is at present composed of the following members:

REGENTS EX OFFICIO.

The Honorable Newton Whitney Gilbert,
Secretary of Public Instruction, chairman of the
Board.
The Honorable Dean C. Worcester, B. A.,
Secretary of the Interior.
Frank Russell White, Ph. B.,
Director of Education.
Honorable Emiliano Tria Tirona, B. A.,
Licenciado de Jurídicos, chairman of the Committee
of Public Instruction of the Philippine Assembly.
Murray Bartlett, B. A., M. A., D. D.,
President of the University.
The Honorable E. Finley Johnson,
Justice of the Supreme Court, B. S., L. L. M.

APPOINTED REGENTS.

The Honorable Rafael Palma, B. A.,
Licenciado de Jurídicos.
The Most Reverend Jeremiah Jacob Harty, D. D.
José Escolar, B. A., L. L. B., M., M. A.
The Honorable Ignacio Villamor, B. A., L. L. M.
..... (Vacant).

Organization of Colleges.

Before the close of the year 1908, steps had been taken looking toward the establishment of the most needed of the colleges.

Act 1870 provided that the Philippine Medical School, which had been created by a special Act of the Commission in 1905, and which had been in operation since June, 1907, should, upon the organization and equipment of two other colleges, become the College of Medicine and Surgery of the University of the Philippines.

The College of Agriculture and the School of Fine Arts were established and opened to students June, 1909. In June, 1910, the following colleges were established: The College of Veterinary Science, the College of Liberal Arts, the College of Engineering. The Philippine Medical School was taken over by the Board of Regents December 8, 1910; and the College of Law was opened July 3, 1911. The College of Pharmacy has not yet been established, but a course in pharmacy is being given in the College of Liberal Arts. Instruction in Forestry is also given at Los Baños by the division of investigation of the Bureau of Forestry under the administration of the dean of the College of Agriculture.

All of these colleges are located in Manila, with the exception of the College of Agriculture, which is at Los Baños, Laguna.

Junior College.

The Junior College had its origin in the Philippine Normal School, one of the first Insular schools organized by the Bureau of Education.

As is indicated, the Normal School was organized for the purpose of training teachers. But the demand for admission there of pupils who did not intend to become teachers but desired to continue their high school work with other aims became so important that in 1904 the Director of Education announced in Bulletin No. 12 that such pupils would be admitted to the Normal School. Under authority of this and subsequent bulletins, high school classes were organized in this school in courses specially arranged for students who intended to study medicine, law, agriculture, and engineering or desired to prepare for a culture course in college. In 1909 the Normal School was further permitted to extend its work to students other than prospective teachers for a period of two years, and to grant the bachelor's degree to those who completed the authorized course. Upon the organization of the university this school, known as the Junior College, was merged into that institution, becoming the Junior College of the College of Liberal Arts. Three more years' work follow the completion of the work of the Junior College, in what is known as the Senior College.

Field and Scope.

The work the university undertakes is that of extra-secondary instruction, advanced academic and cultural study, professional and technical training, and graduate work.

The work of the Junior College begins where that of the high school ends. It furnishes two years of instruction in the various branches which make for a liberal education, and in preparation for the technical and professional schools. It also makes provision for special students who are not candidates for degree. Upon the completion of the requirements for graduation from this school, the degree of bachelor of arts is conferred.

The Senior College, or upper division of the College of Liberal Arts, offers three years' work, leading to the degree of master of arts.

The work of the Senior College is open to graduates of the Junior College of the University of the Philippines, and to other students who have completed an equivalent amount of work elsewhere.

Degrees Conferred.

First degrees.

Bachelor of arts, requiring two years.

Bachelor of laws, requiring three or four years.

Bachelor of agriculture, requiring six years, based upon intermediate graduation.

Bachelor of science in Agriculture, requiring four years, based upon high school graduation.

Doctor of veterinary medicine, requiring five years, based upon high school graduation.

Second degrees.

Master of arts.

Civil engineering.

Doctor of medicine.

The degree of master of arts is conferred upon graduation from a three years' course of specialized study in the senior college of the College of Liberal Arts.

The degree of civil engineering is conferred upon graduation from a four years' course in the College of Engineering.

The degree of doctor of medicine is conferred upon graduation from a five years' course in the College of Medicine and Surgery.

Entrance Requirements.

The entrance requirements to the university are equivalent to those required for graduation from the high school course as provided for the public schools, and certificates from provincial high schools giving a complete four years' course, according to the outline of courses published by the Director of Education, and certificates of those schools certified by the Secretary of Public Instruction, are accepted.

Students who do not hold certificates from fully accredited schools may be admitted on examination. This examination is given only at the University.

Upon certain conditions, special students are admitted without examination.

Government Scholarships.

The Philippine Legislature by special Acts has provided a number of scholarships in the Colleges of Medicine and Surgery, Veterinary Science, and Agriculture. The students appointed to these scholarships receive a monthly pension and their necessary traveling expenses from their homes to Manila and return.

To receive consideration for appointment to one of those scholarships, either in the College of Medicine and Surgery, or the College of Veterinary Science, a student must have completed the high school course. There are two classes of scholarships for students in the Agricultural College. One of them requires completion of the intermediate course for appointment, and the other requires that the student shall have completed the second year of the high school course.

Catalogue and Announcements.

Detailed information regarding the courses offered, the requirements for entrance, and various other points of information may be found in the Catalogue and Announcements of the University of the Philippines, published as Bulletin No. 1.

XVI.

THE TEACHERS' VACATION ASSEMBLY AND CAMP AT BAGUIO.

The first session of the Teachers' Vacation Assembly and the opening of the Teachers' Camp in Baguio took place in the spring of 1908. In the following years 1909, 1910, and 1911, the increased popularity of the Assembly and Camp, the extensive improvements which were provided, the general satisfaction given, and the success of the enterprise were such as to warrant the continuation of the summer camp as one of the permanent institutions of the Bureau of Education. For rest, for recuperation, and for vacation among pleasant and congenial surroundings, the mountain country of Luzon is becoming each year more attractive and popular.

Here on the high plateau of Benguet is located the summer capital of the Philippines, Baguio, where the Insular Government holds a three months' session from March to June; and here also is located the Teachers' Camp. Baguio is about 150 miles from Manila, and the trip is made by train to the foothills of the mountains; from this point the ascent into the mountain heights is made by automobile (over the remarkable and beautiful Benguet Road). The high altitude gives Baguio a cool and exhilarating climate and is conducive to outdoor sports and recreation. The Benguet country contains the richest scenery in the Philippines—pine-clad hills, wonderful gorges, beautiful valleys and vistas from the mountains to the sea.

A review of the Teachers' Vacation Assembly from its beginning finds it organized in 1908 under comparatively crude conditions, but with very definite plans, which have since been in a large measure realized. The director of the assembly of 1908 was Dr. David P. Barrows, then Director of Education. By 1909 the material conditions of the camp had been considerably improved by the building of the Kursaal, which provided a substantial mess hall in place of the mess tent of 1908, and which became the social center for the Assemblies of 1909 and 1910. The director of the second assembly was Mr. Frank R. White, the present Director of Education. From the beginning, as rapidly as appropriations would permit, the accommodations at the camp were improved; and by 1910, when Mr.

Frank L. Crone, the present Assistant Director of Education, was the Director of the Assembly, further building improvements were made, good roads and paths were extended throughout the camp, and the athletic field began to take its present form. By this time, also, plans were perfected and appropriations were secured for the improvements which were made in the camp for the Assembly of 1911.

In 1911, the Fourth Vacation Assembly was under the direction of Mr. John D. DeHuff. The extensive improvements in grounds and accommodations had been made by the opening of the camp. The athletic field was completed and is to-day the best in Baguio. The new mess hall provided accommodations and comforts which were far in advance of anything in previous years. The grounds were policed up, crushed stone walks were extended to all parts, a satisfactory electric light system was installed, and other improvements in grounds and accommodations were accomplished and plans developed for the next year.

The object of the Teachers' Vacation Assembly has been to provide for the benefit of employees of this Bureau the best possible vacation conditions—climatic, social, and otherwise—without the necessity of their leaving the Islands. While the outdoor life of Baguio is the leading feature of a vacation spent in that locality, a part of the plan has been to furnish for those who desire it ample opportunity for keeping in touch with the thought of the times, so that mental development and growth may keep pace with physical recreation. To this end, in 1908, Professors Starr, McClintock, Burks, and Roberts were brought over from the United States to deliver courses of lectures on various subjects of interest to the teaching body of the Bureau. In 1909 and 1910, lectures and courses of instruction were given by school men and others, most of whom were connected with the Philippine Government. Courses in Spanish have been offered at all assemblies and have proved very popular. More recently there has been a tendency to include among the courses offered instruction along industrial lines encouraged in the schools.

In 1910 and 1911 courses in several industrial subjects including lace making, embroidery, and the minor industries, were provided. The feature of the 1911 assembly was the presence in the Teachers' Camp of two distinguished lecturers from the University of Chicago, Dr. John Paul Goode and Dr. Francis W. Sheperdson, who gave a series of lectures on commercial, geographical, and economic subjects, and on American History. In addition to these, there were other intellectual entertainments consisting of addresses and lectures, and a series of conferences of high school teachers, supervising teachers, and industrial teachers. These conferences have now become annual events and are of great value to the Bureau of Education as well as to the teaching force.

It is customary each year for the Camp authorities to provide tent

accommodations, each tent being supplied with beds, bedding (mattress, blankets, and pillow), table, lighting, chairs, and other incidental equipment. Visitors are required to bring their own sheets, pillowcases, towels, and mosquito nets. In 1911, board was provided by the Camp caterer at ₱3 per day, ₱75 per month for adults. Special rates could be arranged for children and servants. For transportation from Manila to Baguio, special rates are arranged each year with the transportation authorities.

For the Fourth Vacation Assembly, the camp and mess hall were opened to visitors from April 10 to May 27, though the assembly proper lasted from April 17 to May 13. During the season 283 persons registered as actual residents at the camp—the highest record yet reached by the assembly—and every school division in the Islands was represented.

The camp and assembly take up many activities including athletics and outdoor sports, educational features, professional conferences and indoor amusements. For outdoor athletics, in addition to the camp program there is usually an understanding whereby the Teachers' Camp enters the general athletic program provided for Government employees at Baguio. In the camp itself, tennis and other exercises may be indulged in. Golf may be found at the Country Club which is located at a short distance from the camp. In the neighborhood of Baguio, trips to the outlying points of interest are of daily occurrence.

Among the educational features provided, the plan of bringing over able lecturers from the United States has met with great favor and will probably be continued in the future. It is rare, indeed, that the Philippine public has an opportunity to enjoy a treat of this kind; and for the Bureau of Education to make such an opportunity possible is a long step in the direction of bringing these Islands alongside of the homeland in matters touching the intellectual comforts of life. With reference to the professional conferences, it is a fact that the opinions of those taking part have been not only freely given but eagerly sought for. The interest displayed and the study which is given to the records of such conferences warrant the conviction that these conferences are productive of real, practical good to the service. As to indoor amusements, there are dances and bridge, pool and billiards, and stunts of various sorts, some of them impossible of any more exact classification, but none the less interesting and amusing for that. Among the body of those resident at camp, it is not surprising that sufficient talent can be found to give a very creditable evening's entertainment.

Ever since the inauguration of the Teachers' Camp and the Vacation Assembly, the Teachers' Herald has been published daily, except Mondays and holidays, throughout the assembly season. The Herald is a record of the activities of the assemblies and of what is going on about Baguio. It offers special articles of school and gen-

eral interest and digests of lectures and addresses. The Herald also contains announcements of features of interest. During the 1911 season, each issue of the paper was illustrated.

As a whole, this Bureau of Education enterprise has had the hearty support not only of the Bureau personnel but of every other branch of the Government, as well as of the military and nonofficial public. It is definitely planned for each year and is looked forward to with interest by Bureau of Education employees in all parts of the Islands. The value of the camp and assembly has been proved, and it is now considered a permanent feature of the school year.

XVII.

THE PHILIPPINE CARNIVAL AND THE INDUSTRIAL EXPOSITION.

The Philippine Carnival, which was inaugurated in Manila in 1907, has become a yearly feature of continually increasing importance. It is an event of many phases, providing numerous amusements and diversions as well as opportunity for keeping in touch with the industrial and economical situations which obtain in different parts of the Philippine Islands.

From the very beginning, the Bureau of Education was called upon to assist in the Carnival, and it responded each year with exhibits of articles made in the industrial classes of the public schools, until the Bureau of Education exhibit became one of the prominent features of the Carnival. The success which attended the first school industrial exhibit was so marked and the impression made by the results of industrial instruction in the public schools so great that the exhibit from the public schools has in each succeeding year received more and more attention until now it is looked upon as an excellent opportunity for making known to the public the work in which the schools are engaged and the success which is being met in the solution of industrial problems. It likewise presents an unusual opportunity to the public schools for spreading information along profitable industrial lines and for standardizing the desirable and marketable products which may be made in the several sections of the Islands.

The exposition or exhibit feature is no new thing to the public schools. As early as 1903, a collection of school-made articles was prepared for the St. Louis Exposition, and the list of articles even at that time included along with the usual Philippine products a number of introduced ideas. In later exhibits such articles as toys, pith work, seed work, shell work, embroidered picture frames, and artificial flowers which were then in vogue were gradually eliminated along with unusual and garish designs and colors.

After the St. Louis Exposition the next formal exhibition of school work was held in Manila beginning October 19, 1907. Approximately 10,000 pieces were displayed of which 1,080 were sold for ₱425.94. From February 27 to March 27, 1908, the trade exhibit of industrial

work was held in conjunction with the Manila Carnival. The financial report of this exhibition shows that nearly all of the school divisions were represented and that a large number of articles was disposed of to the public. The fourth exhibit of school work was held in connection with the Carnival of 1909 in Manila, but being sent as a part of the provincial exhibits no records were kept as to the schools represented or the value of the display. In 1910, the fifth exhibit took place in Manila in connection with the Philippine Carnival and all provinces were represented except Albay, Cagayan, Isabela, and Nueva Vizcaya. The accounts of this exhibit show that 6,750 articles were displayed, valued at ₱10,428.86; and that 2,648 articles were sold for ₱3,707.28.

For the Exposition of 1911, the following figures will show at a glance the value and scope of the exhibit:

Total number of units exhibited	9,760
Total value of articles exhibited	₱18,964.62
Average value of each unit	₱1.94
Total number of units sold	5,564
Total value of articles sold	₱8,410.17
Total number of units returned	4,004
Total value of articles returned	₱10,362.10
Total number of units retained, lost, etc.....	192
Total value of such units	₱192.35

Every school division was represented in this exhibit with the exception of Ambos Camarines, and the number and value of articles exhibited in the various divisions ranged from 244, valued at ₱2,107.20 from the Philippine School of Arts and Trades to 2 articles, valued at ₱150, from the division of Isabela. The average number of articles exhibited by a division was about 300, and the total average value of these articles nearly ₱600.

This annual exhibit of the products of school industry gives impetus to the development of latent industries and resources of the country, and opens up at once a market not only for the schools but for the entire community when the branches encouraged in the schools are taken up successfully in a commercial way by the people. The exhibit is the touchstone of the industrial work of the year. Outside of that class of work for the lower grades that is designed only to give dexterity and inculcate a love of the handicrafts, all other industrial work in the schools should look definitely to fitting the pupils to produce something of economic value, using to the largest possible extent the natural resources of the country. Articles produced by this class of pupils must be serviceable or salable either at home or in the world's markets, or the work is wasted.

The schools must study the public and make the things that are acceptable to the public, just as commercial concerns with millions

of dollars invested change from the manufacture of bicycles to automobiles or aeroplanes in a few months. In the household industries of the Philippines, the change from the manufacture of one article to another requires only the learning of a new trick of the hand.

In addition to the industrial exposition at Carnival time, the schools participate in another feature which is very prominent and has awakened the keen interest of Carnival visitors. This is the general Carnival interscholastic athletic meet in which all sections of the Islands participate. The Carnival Association offers a number of championship prizes for the winning teams in baseball, girls' basketball, track, field and other sports in which the schools take part, as well as individual prizes for first, second, and third places. At the Carnival of 1911, the response from the field was unprecedented, eighteen divisions outside of the city of Manila having sent representatives to compete in the athletic events. A total of about 250 school boys and about 50 school girls took an active part in this meet. This included 10 baseball teams, 6 girls' basketball teams, and 12 more or less complete track teams. The contests extended over several days, and the interest and enthusiasm aroused, particularly in the baseball and basketball series, were intense among all classes of the population of Manila. From the nearby provinces hundreds of visitors came into the city to witness the games. It is estimated that as many as four thousand people were present on the two days when the baseball and basketball semi-finals and finals were played.

This Carnival athletic contest has now won a permanent place in the school calendar, and the interest which will be taken in it will increase from year to year. The general interscholastic athletic organization which is now in definite process of formation, will place athletics on a more permanent basis, will prescribe uniform rules of eligibility for entry in meets, and will give more definite aim and direction to school athletics. The Carnival meets of future years should see even more general representation from the several school divisions, with closer contests and better records.

The industrial exposition and the athletic contests which are held at this time are annual features of great importance to the schools. Through them the schools and school products are becoming better known to the people and are receiving greater attention and more hearty support each year.

XVIII.

THE MORO PROVINCE.

The Moro Province comprises the greater part of the Island of Mindanao, the Sulu Archipelago, including the Tawi Tawi Group, and several other small islands of the Celebes and Sulu Seas. Its government differs from the ordinary provincial system. The relation between the Insular Government and that of the Moro Province corresponds to the relation between the United States Government and that of the Philippine Insular Government. The local governing body of this province, called the legislative council, is composed of four members, the provincial governor, the provincial secretary, the provincial attorney, and the provincial treasurer, all of whom are appointed by the Governor-General, with the approval of the Commission. This council, subject to the approval of the Philippine Commission, legislates for and governs the province and provides laws for the government of the towns. One of the duties of the legislative council is to establish and provide for the maintenance of a system of public schools.

For legislative purposes the province is divided into five districts: Zamboanga, Cotabato, Lanao, Davao, and Sulu. The provincial governor, subject to the approval of the legislative council, appoints a sub-governor for each of these districts.

Zamboanga is the capital of the Moro Province. It is also the capital of the district of Zamboanga, and is the military headquarters of the Department of Mindanao. The towns next in importance are Jolo and Davao, both of which, as well as Zamboanga, are ports of entry.

The estimated population of the province is given as 500,000, the larger part of which is Moro and Pagan. The term Moro was applied to these people by the Spaniards, and it simply means Mohammedan. In some of the settlements there are many Christian Filipinos, and in the larger towns there are a considerable number of Chinese. It is with these people that the Moros do most of their trading.

Beautiful natural scenery abounds throughout the province. The Sulu Group, especially, is noted for its tinted seas, tropical vegetation, and picturesque islands and islets.

This is perhaps the most fertile part of the Philippine Archipelago, though it is the least developed. Vast areas of agricultural land lie almost untouched. This is particularly true of the districts of Cotabato, Lanao, and Davao. There are in the interior of Mindanao large bodies of hardwood forests that have never been made use of. The Island of Mindanao contains one of the most valuable hemp-growing sections of the world. Corn, sugar cane, cocoa, rice, tapioca, coconuts, and rubber could be grown profitably in large areas where their cultivation has hardly been undertaken. Stock raising could be carried on in some sections with favorable conditions.

The sea also contributes its share to the wealth of this province. Fish is an important food of the people, and here it is obtained in great abundance. Mother-of-pearl fishing is extensively engaged in, and pearl fisheries are also important.

The people are in a low state of civilization, and do not engage largely in productive pursuits of life. Fishing is the most important occupation, though agriculture and stock raising receive some attention, and fancy cloth and decorative mats are produced in quantity and quality of commercial importance.

American settlements have been made in some places, where agricultural development has been undertaken with some success.

The school system of the Moro Province is not under the direction of the Bureau of Education. The superintendent of schools is appointed by the provincial governor, subject to the approval of the legislative council. In the appointment of teachers and the fixing of their salaries his acts are subject to the approval of the provincial governor. It is his duty, with the approval of the legislative council, to fix the courses of study for the primary, industrial, and secondary schools. His duties in general correspond to those of superintendents of the regular organized provinces. He is required to submit duplicate copies of his reports to the Director of Education, and he looks to the Bureau of Education for assistance in securing American teachers, who are selected in accordance with the civil service rules.

The educational work of the Government has not progressed as much among the Moros as it has with the Christianized Filipinos. There have been several reasons for this. In the first place the Moros have not been so receptive to the teaching offered nor to education in general. Sufficient financial support has not been provided to extend the work as it should be. The territory is so sparsely settled that it is difficult to establish and supervise schools. And in some parts of the province it has been unsafe to send teachers.

Considerable advancement has been achieved, however, along this line. The number of schools has been increased and the attendance at the schools during the last school year was the largest in the history of the work there. There were fifty-four schools in operation, of which forty-nine were primary, two intermediate, two special

industrial, and one secondary. The total enrollment for the school year 1910-11 was 5,302. The teaching force consisted of 14 American teachers and 79 others, of whom 62 were Christian Filipinos, 15 Moros, and 2 Japanese.

Zamboanga and Jolo have frequent mail service from Manila, and they are ports of call for regular steamers between Australia and Singapore, and Australia and Hongkong. There are regular sailings from Manila to Davao, but the mail service at this place is not so frequent as at Zamboanga and Jolo. Zamboanga and Jolo have very good stores where food supplies and clothing can be bought.

XIX.

THE SCHOOL LAW.

Immediately after the occupation of the Philippine Islands by the Americans, the military had absolute control of the Government and its orders had the force of law in the schools. There were no written regulations which touched directly upon the schools until Act No. 74 was passed by the Philippine Commission. This Act formed the basis of the school law of the Philippine Islands. It was incomplete, and in many cases its requirements were questionable. Doubts continually arose—questions of compulsory attendance, school revenues, school grounds, courses, etc.—for which it offered no solution. Reference was made to the old Spanish school law, and its provisions were tested; and decisions and new laws based upon it have been made, until now the school law is generally clear and definite, and is fairly complete. In some doubtful points, it is still supported and amplified by interpretations of the old Spanish law, provisions which have not yet found a place in the American School Law of the Philippine Islands.

There are, moreover, several other sources from which regulations binding upon the school may emanate. The Governor-General each year issues executive orders and proclamations on holidays, official procedure, and other points not otherwise fixed by law, and these have the force of law. The Secretary of Public Instruction as the head of the Department of which the Bureau of Education forms a part may dictate rules and regulations which must be enforced in the Bureau. The Judiciary by its decisions and the Attorney-General by his opinions may establish precedents which have the force of law. Likewise the Insular Auditor, the Insular Treasurer, the Executive Secretary, and the Director of Civil Service may render decisions and opinions which are binding on the branches of the Bureau of Education work touching their offices. And there may be other sources from which regulations for the Bureau may occasionally come, such as the military, the health authorities, the United States Congress, etc.

Along with the School Law and procedure maintained by the

executive, legislative, and judicial branches of the Government, the policies established by the Bureau of Education itself form the body of procedure for the Bureau.

Act No. 74 remains the basis of the school law of the Philippine Islands to-day. But the Philippine Commission which passed that Act retained also the right to amend and amplify it. Various Acts extending the scope of the school system and the organization of the Bureau of Education, amending and experimenting, and finding out new laws which should govern the schools, were passed.

Until the opening of the Philippine Assembly in 1907, the Commission was the sole legislative body for the Insular Government and for the schools. But when the Philippine Assembly was inaugurated, the two Houses assumed equal powers and rights in legislating for the schools of the Islands with the exception of those in the provinces designated by law as non-Christian—Mountain, Nueva Vizcaya, and Agusan. At this point, however, for reasons which were recognized by Congress in delegating its powers to the Assembly, a distinction was made, and all legislation for the non-Christian provinces and the control of their Governments was withheld from the popular house, and the Commission continues to legislate for them alone in all matters, including the schools. In the other provinces all modifications and changes and additions in the School Law must be passed by both Houses, and appropriations of money must be made by both Houses. But the Commission may appropriate from the public funds not otherwise disbursed sums of money to be allotted and disbursed by the school authorities in the non-Christian provinces. The Philippine Legislature and the Commission may in their own rights appropriate sums of money for special purposes such as the construction of schools; examples of these are the building Acts of the last few years, from money made available by Acts 1275, 1688, 1801, and others. Another provision in the Philippine law allows the Governor-General to allot at his discretion any surplus not otherwise appropriated by the Government, or appropriated and not expended by a Bureau, and the Bureau of Education may share in the distribution of such an annual superabit, or may lose sums of money not expended during the year. A peculiar provision was made by the Philippine Bill in fixing the powers and duties of the Philippine Legislature by which, when both Houses fail to agree upon the annual appropriation bill, the amount appropriated for the previous year shall stand as the appropriation for the ensuing year, to be distributed among the branches of the Government at the discretion of the Governor-General; this in order that the operations of the Government may not be blocked. The annual appropriations finally allowed by the Legislature may vary considerably from the Bureau estimates.

Since the two Houses took up the work of legislation together, there

have been very few changes made in the School Law, except in the matter of "pensionados," or scholarship students. Both Houses have given increasing support to this system which now figures prominently in the annual appropriations for the Bureau of Education.

There still remain several phases of the School Law which have not yet been handled by the Legislature in a satisfactory manner, among them the powers and duties of the local school boards and compulsory attendance in the public schools. It is trusted that these and certain other points of school law will receive early attention by the Legislature; already they are being agitated in the Assembly.

There are several procedures by which changes in the School Law may be suggested and introduced into the legislature. The logical way is, of course, to bring the matter to the attention of the Director of Education. He may in his annual report or by special reference bring the matter before the Secretary of Public Instruction and the Commission, or before the Assembly, through one of its members or through the Committee on Public Instruction. But very often suggestions for changes are introduced directly into the Commission or the Assembly by one of their members, and are there discussed, and perhaps referred to committees and taken up with the office of the Secretary of Public Instruction and the Director of Education. In the matter of appropriations, the yearly budget is prepared in the office of the Director of Education, and submitted to the Secretary of Public Instruction, who includes it, perhaps modified in some way by him, in the annual estimate of expenditures for the Department of Public Instruction which he presents to the Commission. Special appropriation bills may be introduced at any time by members of these houses, and they are generally suggested, through the Director of Education by persons who are closely in touch with the needs of the schools.

The School Law as presented herein contains that part of the school legislation which is in effect at the time of the publication of this Manual. Laws which have been annulled by other regulations have been left out, as well as Acts appropriating money, and others which are not a part of the procedure of the Bureau of Education and have no permanent value, have not been included. The body of the School Law is arranged by subjects in chapters and sections, numbered consecutively. A series of references is used showing the original acts and their amendment numbers, as well as notes on the subject matter contained in the paragraph.

Following the School Law are included a number of the more important executive orders and opinions of the Governor-General, the Insular Auditor, the Attorney-General and the Secretary of Public Instruction, in force at the time of this publication.

Chapter I.

THE DEPARTMENT OF PUBLIC INSTRUCTION.

SECTION 1. The Department of Public Instruction shall have under its executive control and supervision the Bureau of Education, the Bureau of Agriculture, the Bureau of Supply, the Bureau of Prisons, and the Bureau of Printing. It shall have general supervision of public charities not under the supervision of the Secretary of the Interior at the time of the passage of this Act, and of museums. [1407—32; 1972—2.]

Department of Public Instruction.
Bureaus.
General supervision of charities, etc.

NOTE.—The Philippines Library is also under the Secretary of Public Instruction. (See Act 1935.)

Chapter II.

THE BUREAU OF EDUCATION.

SEC. 2. The Bureau of Education shall have one chief and two assistant chiefs, who shall be appointed by the Governor-General, by and with the consent of the Philippine Commission, and who shall be known respectively as the Director of Education, the Assistant Director of Education, and the Second Assistant Director of Education. The Director of Education shall perform the duties imposed upon him by law. The Assistant Director of Education shall perform the duties of the Director of Education during the absence or disability of the latter, and such other duties as may be required of him by the Director of Education. The Second Assistant Director of Education shall perform such duties as may be required of him by the Director of Education. The salary of the Director of Education shall be twelve thousand pesos, that of the Assistant Director of Education seven thousand five hundred pesos, and that of the Second Assistant Director of Education six thousand pesos, per annum. [1407—23 (a).]

Bureau of Education.
Chiefs.
—duties of Director of Education.
—duties of Assistant Director.
—duties of Second Assistant.
—salaries.

SEC. 3. The Director of Education shall have the following powers and duties, to be exercised and discharged under the general supervision of the Secretary of Public Instruction: [74—3 (a) ; 477—2 (b).]

Director's powers and duties:

(a) He shall establish primary schools in every town in the Islands, where practicable. Schools.

(b) He shall appoint, subject to the approval of the Secretary of Public Instruction, a city superintendent of schools for Manila and division superintendents of Appoint-ments.

- schools for each of the school divisions in the Philippine Islands established as hereinafter provided. The salaries of the Assistant Directors of Education and the salaries of clerks, teachers, and division superintendents, including the city superintendent of schools for Manila, shall, until otherwise directed by the Commission, be fixed from time to time in the appropriation Acts. [74—3 (b); 232—1; 477—2 (b); 672—1 (a); 727—1; 1337—1 (a).]
- Salaries.** (c) He shall fix the salaries of teachers within the limits established by law. [74—3 (c), (d), (f), 477—2 (b).]
- Curriculum.** (d) He shall fix a curriculum for primary, secondary, and other public schools.
- Teachers.** (e) He shall prescribe the authority to be exercised by the principal teacher of each school over the other teachers, if any, and his duties as teacher actually engaged in the work of instruction and in caring for the schoolhouse and school property.
- Schoolhouses, districts, rooms, sites, etc.** (f) He shall approve plans for the construction of schoolhouses to be built by the municipalities or provinces, shall fix the amount of land required in each case, and shall prescribe rules of hygiene which shall be observed in connection with the schools of the Islands. Plans for the construction of schoolhouses shall, on request of any municipality or province, be made by the consulting architect. [74—3 (g); 477—2 (b); 525—1 (a).]
- Plans and hygiene.**
- Towns.** (g) He shall have power to determine the towns in which English teachers, to be paid out of the Insular Treasury, shall teach. He may exercise this discretion in favor of those towns which shall construct and maintain suitable schoolhouses by local taxation or contributions. [74—3 (i—m); 477—2 (b).]
- Discretion.**
- Vacancies.** (h) In case of a vacancy in the office of a division superintendent or that of the city superintendent of schools for Manila, he may discharge all the duties of such position during the vacancy, or he may designate a subordinate of the Bureau to discharge such duties temporarily in accordance with law.
- Estimates.** (i) He shall examine and pass upon all estimates made for funds by division superintendents and forward them, with his recommendation, to the Secretary of Public Instruction for submission to the Commission.
- Reports.** (j) On or before September first of each year he shall make a report of his administration for the previous twelve months to the Secretary of Public Instruction, who may call for special reports from time to time. In the regular annual report it shall be the duty of the Superintendent to recommend changes in the school law which he deems expedient.
- Recommend changes in law.**

(k) He shall exercise general supervision over the entire Bureau and shall prepare and promulgate rules for the examination and determination of the qualifications of applicants for positions of division superintendents and teachers, and for the guidance of the teachers and officers of the Bureau, adapted to carry out this law and not inconsistent with its provisions. Supervision.

(l) He shall have authority to establish night schools, but no night-school class shall be maintained at the expense of the city of Manila or the Insular Government in which the average nightly attendance in each school month under each teacher is not at least fifteen pupils over the age of fourteen years. If it is found at the end of any month that the average nightly attendance of any class has been less than fifteen, such class shall be discontinued. The teacher of such class shall, however, be entitled to pay for each night of actual teaching during the month even if the average attendance has been less than fifteen; but a class discontinued for lack of the required attendance shall not again be organized except with the consent of the division superintendent and unless at least twenty-five pupils shall have been enrolled and shall have signified their intention of becoming regular members of the class. Teachers of night-school classes shall be paid only for nights of actual teaching. Night schools.
—minimum attendance.
—teacher's pay.

SEC. 4. There shall be a superior advisory board of education composed of the Director of Education and four members to be appointed by the Philippine Commission. It shall be the duty of the board to hold regular meetings once in two months, on a day to be fixed by resolution of the board, and such special meetings as shall be called by the Director of Education. The Director of Education shall act as president of the board. The chief clerk of the Bureau of Education shall act as secretary of the board and keep minutes of its proceedings. It shall be the duty of the board to assist the Bureau of Education by advice and information concerning the educational needs and conditions of the Islands; to make such investigations as the Director of Education may desire and to make recommendation to the Commission from time to time as to needed amendments to the law. Each of the four members of the board appointed by virtue of this section shall receive as compensation twenty pesos for each regular or special meeting which he shall attend. Any member of the board who is a nonresident of Manila shall be paid his actual and necessary expenses for travel from his residence to Manila and return and his hotel expenses. Requisitions for the amount required Superior advisory board, duties, etc.

Compensation.

Expenses.

Terms of office.

to pay such compensation and expenses shall be made by the Director of Education. The terms of office of the members of such board appointed under this section shall be for three years or until their successors are appointed and qualified. [74—4.]

School divisions.

SEC. 5. Excluding the Moro Province, the Philippine Islands shall be and are hereby divided into thirty-six school divisions, as follows: [74—5; 477—2 (b); 672—1 (b); 917—1; 1337—1 (b); 1413—11; 1539—1.]

1. The Province of Agusan.
2. The Province of Albay.
3. The Province of Antique.
4. The Province of Bataan.
5. The Province of Batangas.
6. The Province of Bohol.
7. The Province of Bulacan.
8. The Province of Cagayan.
9. The Province of Camarines.
10. The Province of Capiz.
11. The Province of Cavite.
12. The Province of Cebu.
13. The Province of Ilocos Norte.
14. The Province of Ilocos Sur.
15. The Province of Iloilo.
16. The Province of Isabela.
17. The Province of Laguna.
18. The Province of Leyte.
19. The City of Manila and its barrios.
20. The Province of Mindoro.
21. The Province of Misamis and the Province of Surigao.
22. The Mountain Province.
23. The Province of Nueva Ecija.
24. The Province of Nueva Vizcaya.
25. The Province of Occidental Negros.
26. The Province of Oriental Negros.
27. The Province of Palawan.
28. The Province of Pampanga.
29. The Province of Pangasinan.
30. The Province of Rizal.
31. The Province of Samar.
32. The Province of Sorsogon.
33. The Province of Tarlac.
34. The Province of Tayabas.
35. The Province of Union.
36. The Province of Zambales.

Provided:
change of divisions.

Provided, That the Director of Education, with the approval of the Secretary of Public Instruction, may change,

increase, or decrease the school divisions herein established whenever in his judgment the public interests so require.

SEC. 6. Except where otherwise provided, provisions of this chapter describing the duties and powers of division superintendents shall apply to the city superintendent for Manila. [74—8.]

SEC. 7. Each division superintendent shall, subject to rules prescribed by the Director of Education under section two thousand and twenty-one (*k*) hereof, appoint the native school-teachers to serve in the schools within his division and shall fix their salaries from year to year within the limits prescribed by law, care being taken that only such teachers shall be appointed and such salaries fixed as the funds of the province or the municipality concerned may warrant. He shall examine the school-houses occupied for public instruction within his division with a view to determining their suitability and hygienic condition. Should the schoolhouse in which any school is conducted appear to the division superintendent to be unsuitable and dangerous to the health of the children, and should no other schoolhouse be available, he shall have power, subject to the approval of the Director of Education, to discontinue such school, and it shall be unlawful thereafter to use the schoolhouse thus condemned for public-school purposes. He shall make careful investigations into the agricultural conditions existing in his division and shall make reports thereon to the Director of Education. He shall see to it by personal visits and by requiring reports from the principal teacher of each school that the curriculum for primary and secondary schools prescribed by the Director of Education is complied with. He shall make himself familiar with the supplies and text-books needed in each school in his division and shall make report of the same at as early a date as possible to the Director of Education, who may furnish the supplies needed. He shall appoint one-half of the local school board in each town in his division as provided in the next succeeding section hereof. [74—9; 232—2; 477—2 (*b*).]

Unless otherwise authorized and directed by the Director of Education or the Governor-General, he shall have and maintain his residence and keep his office in the town in which the provincial school is established, if such school exists, and if no such school exists he shall have and maintain his residence and keep his office in one of the large towns in his division, from which all

Duties and powers.

Division superintendent.

—appointing native teachers.

School-houses.

Agricultural conditions.

Supplies and books.

Local board.

Residence.

the towns in such division can be most conveniently reached. [74—9; 477—2 (b), (e); 672—1 (e).]

Local board.

SEC. 8. There shall be established in each municipality organized under existing law or under any law which may be hereafter enacted, a local school board, consisting of four or six members, as the division superintendent may determine, in addition to the president or alcalde of the municipality, who shall be a member ex officio. One-half of the members, except the member ex officio, shall be elected by the municipal council, and the remaining half shall be appointed by the division superintendent, and the term of office of all members, holding by appointment or election, shall be two years and until their successors shall have been duly elected or appointed. One of the elective and one of the appointive members shall be women, so that two of the members of the local school board shall be women, and it shall be discretionary with the division superintendent of schools to increase the appointments, and with the municipal council to increase the elections, of women, provided that the total number of members shall not exceed four or six, as hereinbefore provided. [74—10; 1918.]

—how
pointed.

ap-

—how
moved.

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SEC. 9. The appointed or elected members of the local school board may, after due notice and hearing, be removed at any time by the division superintendent, subject to the approval of the Director of Education, who shall have power to suspend such members temporarily. [74—11.]

Powers and
duties.

SEC. 10. It shall be the power and duty of the local school board— [74—12.]

Visits.

(a) To visit from time to time the schools of the town and to report bimonthly to the division superintendent their condition and the attendance of pupils.

Sites
plans.

and

(b) To recommend sites and plans to the municipal council for schoolhouses to be erected.

Rules.

(c) Where there are two or more schools in the town, to adopt rules, subject to the supervision of the division superintendent, for assigning the pupils of the town to the several schools.

Tax report.

(d) To report annually to the municipal council the amount of money which should be raised for the current year by local taxation for school purposes.

Report on
conditions.

(e) To report, whenever it shall deem necessary, directly to the Director of Education as to the condition of the schools of the town and to make suggestions in respect thereto as may seem to it expedient.

Town a
school district.

SEC. 11. Every town shall constitute a school district, and it shall be the duty of the municipal council thereof

to make as ample provision as possible by local taxation for the support of all the schools established within its jurisdiction. In exceptional cases, where the topography of the country or the difficulty of communication between parts of the same town require it, the division superintendent may attach a part of one town to the school district of another and shall, in such case, fix the amount which it will be just for the municipal council of the former to contribute to the annual school expense of the latter. [74—13.]

Adjusting districts.

SEC. 12. The English language shall, as soon as practicable, be made the basis of all public-school instruction. All primary instruction in the schools established or maintained under this chapter shall be free, and all secondary instruction in the schools established by the several provinces shall be free at least to the pupils resident in the provinces in which the schools are established. [74—1, 14; 477—2 (b).]

Basic language. Schools free.

SEC. 13. The Director of Education shall maintain a force of trained teachers, not to exceed one thousand in number, for the primary schools, such force to be made up of teachers obtained in the United States or in the Philippine Islands, at salaries at the rate of not more than three thousand pesos per annum. The Director of Education shall obtain such additional trained teachers as may be necessary for the provincial schools of secondary instruction, at salaries at the rate of not more than three thousand six hundred pesos per annum. The exact salary of each teacher shall be fixed by the Director of Education in accordance with the efficiency of the teacher in question and the importance of the position held. These teachers shall be maintained in the service of the Insular Government until such time as the financial condition of the provinces and the municipalities may warrant their payment from provincial or municipal funds, as may be determined by the Commission. (The number of teachers that may be employed during each fiscal year is subject to appropriation.) [74—15; 477—2 (b).]

Teachers.

—salaries.

—Director to fix exact amount of.

SEC. 14. No teacher or other person shall teach or criticise the doctrines of any church, religious sect, or denomination, or shall attempt to influence the pupils for or against any church or religious sect in any public school. If any teacher shall intentionally violate this section he or she shall, after due hearing, be dismissed from the public service: *Provided, however,* That it shall be lawful for the priest or minister of any church established in the town where a public school is situated,

Religious doctrines.

Penalty.

Teaching religion.

- either in person or by a designated teacher of religion, to teach religion for one-half hour three times a week, in the school building, to those public-school pupils whose parents or guardians desire it and express their desire therefor in writing filed with the principal teacher of the school, to be forwarded to the division superintendent, who shall
- Prohibition. fix the hours and rooms for such teaching. But no public-school teachers shall either conduct religious exercises or teach religion or act as a designated religious teacher in the school building under the foregoing authority, and no pupil shall be required by any public-school teacher to attend and receive the religious instruction herein permitted. Should the opportunity thus given to teach religion be used by the priest, minister, or religious teacher for the purpose of arousing disloyalty to the United States, or of discouraging the attendance of pupils at such public school, or creating a disturbance of public order; or of interfering with the discipline of the school, the division superintendent, subject to the approval of the Director of Education, may, after due investigation and hearing, forbid such offending priest, minister, or religious teacher from entering the public-school building thereafter. [74—16.]
- Arousing disloyalty.
- Penalty.
- Normal School, Manila.
- SEC. 15. There shall be maintained in the city of Manila a normal school for the education of natives of the Islands in the science of teaching. The rules and plan for the organization and conduct of such school and the qualifications of pupils entering the same shall be determined by the Director of Education. [74—17.]
- Trade School, Manila.
- SEC. 16. There shall be maintained in the city of Manila a trade school for the instruction of natives of the Islands in the useful trades. The powers and duties of the Director of Education in respect to this school shall be the same as those provided in the last preceding section in respect to the normal school. [74—18.]
- Employment of students in Insular schools outside of school hours.
- SEC. 17. Subject to the approval of the Secretary of Public Instruction, regular students in Insular industrial and agricultural schools may be employed outside of regular school hours upon work not connected with the regular school work of such students, with compensation
- rates of compensation.
- at rates to be fixed by the Secretary of Public Instruction, not exceeding thirty centavos per hour, payment of such compensation to be made from the appropriation for contingent expenses of the Bureau of Education. All moneys collected as the results of any such work shall be deposited as miscellaneous receipts of the Bureau of Education. [1795—1.]
- deposit.

SEC. 18. Under similar authority, and with the previous approval of the provincial board, regular students in any provincial industrial or agricultural school may be employed outside of regular school hours upon work not connected with the regular school work of such students, with compensation at the rates to be fixed by the Secretary of Public Instruction, not exceeding thirty centavos per hour, payment of such compensation to be made from the funds of the province in which said school is located. All moneys collected as the result of any such work shall be deposited in the provincial treasury, and to maintain the work provided for by this section, the Insular Auditor shall establish a reimbursable fund to an amount to be fixed by the provincial board, with the approval of the Governor-General. Any collections in excess of this amount shall be deposited in the provincial treasury as miscellaneous receipts of the province. [1795—2; 2022—1.]

Employment of students in provincial schools outside of school hours.

—rates of compensation.

—deposit.

SEC. 19. Nothing in this chapter shall be construed in any way to forbid, impede, or obstruct the establishment and maintenance of private schools. [74—25.]

Private schools.

SEC. 20. It shall be the duty of the property clerk to receive, care for, and issue, under the instructions of the Director of Education, all schoolbooks, supplies, and other property belonging to the Bureau of Education, and to account for same to the Insular Auditor in accordance with law. He shall be held responsible for all damage to and for loss or destruction of such property under and subject to the provisions of chapter seventy-seven hereof. He shall give bond to the Government of the Philippine Islands in such amount as may be fixed by the Insular Auditor, who shall approve the sufficiency of the surety or sureties thereon, and with whom the bond shall be filed and safely kept. [407—1.]

Property clerk, duties of.

Bond.

SEC. 21. In each of the school divisions of the Islands examinations to secure a list of students best qualified to receive and profit by a course of instruction and education in the United States shall be held under the direction of the division superintendent on or before the thirty-first of March in each year. Candidates for examination must be students of the public schools and natives of the Philippine Islands, of good moral character, sound physical condition, and not less than sixteen nor more than twenty-one years of age. Full report of such examinations shall be made by division superintendents to the Director of Education, who shall certify to the Governor-General, through the Secretary of Public Instruction, as eligible for appointment as Government students to be educated

Education of Filipino students in the United States.

Candidates for examination.

Report of examinations.

in the United States, all candidates receiving a percentage of not less than seventy-five in each subject of examination.

Governor-General.

The Governor-General may appoint from the number so certified such a number of students as may be prescribed by resolution of the Commission, designating in the appointment of each the school, college, university, or other educational institution in the United States to which the student will be sent for education at the expense of the Government of the Philippine Islands. With the approval of the Commission the Governor-General may designate and appoint for special instruction in the United States twenty-five students at large and not included in said certified list, but such students shall be natives of the Philippine Islands, not more than twenty-five years of age, of good moral character, and in sound physical condition. [854—1.]

—a p p o i n t -
ments by.

Special in-
struction.

Physical ex-
amination.

SEC. 22. After his selection and before his appointment each student shall be subjected to a thorough physical examination by a physician designated by the Governor-General, and the appointment of such student shall be dependent on the favorable report of the physician so designated. Each student receiving an appointment shall be required to take the oath of allegiance to the Government of the United States, and to sign an agreement, approved by his parents or guardian if he is under twenty-one years of age, to the effect that he will attend the educational institution designated by the Governor-General for the period of four years, or for such time as may be prescribed in his appointment, unless sooner released; that he will conform to all regulations, rules, and laws of said institution and such other regulations as may be prescribed by the Department of Public Instruction; that he will diligently, studiously, and faithfully pursue the established course of studies or such special course of studies as may be indicated by the Governor-General; and that upon the termination of his studies in the United States, in conformity with sections two thousand and forty to two thousand and forty-three, inclusive, hereof, and the terms of his appointment and agreement, he will return to the Philippine Islands, and within two months after his return will take a civil-service examination, competitive or noncompetitive, in the discretion of the Director of Civil Service, to qualify in such grade or for such office or position under civil-service rules as he may elect, and that if certified for appointment by the Director of Civil Service and appointed from such certification to any office or post in the civil service at any time within one year

Oath of alle-
giance.
Agreement.

after his return he will accept such appointment and faithfully perform the duties of the office or post to which he is appointed for the salary fixed by competent authority and for a period of time equal to that spent by him in the United States at the expense of the Government, unless sooner separated from the service by competent authority: *Provided*, That should the interests of the service so warrant, the Director of Civil Service may, with the approval of the Secretary of Public Instruction, in lieu of giving special examination, extend the period within which returning Government students shall take a civil-service examination until the dates fixed for the next regular examination. [854—3; 1774—1.]

Proviso: as to examination.

SEC. 23. The Governor-General, by and with the approval of the Commission, may appoint a suitable agent to receive Government students in the United States and to arrange for their transportation to the institutions of learning to which such students shall have been assigned, to make all necessary arrangements for the entrance of such students into said institutions and for their care, protection, and welfare while students therein, and to perform such other duties as may be ordered by the Director of Education. The agent is hereby placed under the supervision of the Chief of the Bureau of Insular Affairs at Washington, to whom he shall make quarterly reports of the health, welfare, and progress of each student. He shall also send duplicates of such reports to the Director of Education. Such agent so appointed shall receive a compensation not to exceed five thousand pesos per annum and his necessary traveling expenses while engaged in the performance of the duties required by this section. [854—4.]

Appointment of agent by Governor-General.

—undersuper-
vision of Chief
of Bureau of
Insular Af-
fairs.

—compensa-
tion.
—traveling
expenses.

SEC. 24. The cost of education and maintenance of said students in the United States, not exceeding the sum of one thousand pesos per student per annum, medical attendance, and the actual and necessary traveling expenses of said students to the educational institutions in the United States to which they have been assigned, and their actual and necessary traveling expenses from such educational institution to Manila, Philippine Islands, upon the completion of their studies in conformity with the last three preceding sections and their agreement, shall be paid by the Government of the Philippine Islands. [854—5; 1133—1.]

Cost of edu-
cation.

—payment.

SEC. 25. At the beginning of each school year the Director of Education shall certify to the Director of Lands the names of such number of students as may be provided

Education
of Filipino
students as
surveyors.

for in the annual appropriation Acts and as may be best qualified to receive and profit by a course of instruction and education in surveying under the direction of the Bureau of Lands for a term of five years. Candidates for such certification shall be not less than seventeen years of age, of sound physical condition, and good moral character. After such certification by the Director of Education each student so certified may be appointed as apprentice surveyor in the Bureau of Lands, at an annual compensation of not to exceed two hundred and forty pesos. During the afternoons of school days, as well as during regular office hours on Saturdays, and during school vacation, he shall be employed in the Bureau of Lands, and shall perform such duties as may be assigned to him by the Director of Lands, such as office work, drawing, platting, practical computing, use of instruments, and similar work: *Provided, however,* That "students who have satisfactorily completed the second year of provincial or Manila High School instruction may be certified by the Director of Education to the Director of Lands as apprentice surveyors, and all apprentice surveyors shall continue their course of instruction in such school as the Secretary of Public Instruction may determine." [1491—1, 2; 1679—1; 1873—1; 1955—1; 1989—1.]

Five years' course.
Candidates.

Appointment as apprentice surveyors.
—compensation.

Afternoon employment in Bureau of Lands.

Proviso; student surveyors.

Completion of one year's service.

Examination for appointment as junior surveyors.

Agreement.

Completion of three years' service.

Examination for appointment as surveyors.

SEC. 26. Upon the completion of one year's service as herein provided, students appointed under the last preceding section shall be examined by the Bureau of Civil Service as to their qualifications for appointment as junior surveyors. Students who fail to pass this examination shall be required to continue their studies in the same status as first-year students until such time as they shall pass said examination or are separated from the service. Each student who qualifies for appointment shall, before receiving such appointment as junior surveyor, be required to sign an agreement, approved by his parents or guardian if he be under twenty-three years of age, to the effect that he will remain with the Bureau of Lands for the term of four years from the date of appointment as junior surveyor and perform such duties as may be prescribed by the Director of Lands, unless sooner released by the Director of Lands. [1491—3.]

Upon completion of three years' service as junior surveyor in the Bureau of Lands, students shall be examined by the Bureau of Civil Service as to their qualifications for appointments as surveyors. Students qualifying in such examination shall be eligible for appointment as surveyors at such salaries as may be determined by

competent authority. Students failing to qualify shall continue on the same basis until such time as they shall qualify as surveyors in the manner herein prescribed or until separated from the service.

Upon the expiration of their contracts, students may leave the service of the Government without prejudice. Expiration of contracts.

SEC. 27. Any student separating himself from the service during his term of contract without the approval of the Secretary of the Interior shall be debarred thereafter from holding any position in the Philippine civil service. Failure to complete contract.
[1491—4.]

SEC. 28. The Governor-General is hereby authorized, in his discretion, to convey, for a valuable consideration or as a gift, to any province or municipality in the Philippine Islands, any land belonging to the Government of the Philippine Islands, together with the buildings and improvements thereon, on condition that the same shall be used only for public-school purposes: *Provided, however,* That the said conveyance shall contain an express condition that in the event that the property so conveyed ceases to be used by such province or municipality for public-school purposes, said property shall immediately thereupon revert to the Government of the Philippine Islands. Conveyance of Insular property to provinces and municipalities. By the Governor-General. For public-school purposes.
[1813—1.]

SEC. 29. In each municipality of the Philippine Islands, where possible, principally in the barrios of the same, popular civico-educational lectures shall be delivered in any of the dialects of the locality. Civico-educational lectures. Municipalities.
[1829—1.]

SEC. 30. Municipal teachers shall have charge of said lectures, the number of which for each quarter shall be determined by the Bureau of Education; and said lectures shall be delivered on non-workdays. Teachers in charge.
[1829—2.]

SEC. 31. The lectures shall treat of the rights and duties of the citizen, the Municipal Code and Provincial Government Act, the organization of the Central Government, of knowledge or popular notions of certain common crimes and of any laws which are important in the judgment of the Director of Education, as well as of industry and commerce, especially the mining industry, manufacturing, the breeding and care of animals, and the care and irrigation of plants and trees; and in addition of a varied knowledge of geography and history. Subjects of lectures.
[1829—3.]

SEC. 32. For the purposes of the next preceding section the Director of Education shall divide and classify the subjects of which the lectures are to treat in a programme which he shall furnish to division superintendents of schools. Division and classification.
[1829—4.]

Lectures by
private citi-
zens.

SEC. 33. The Director of Education, in determining the number of lectures to be delivered during each quarter, shall likewise determine the order in which private citizens authorized by the local school board shall lecture, without prejudice to such private citizens taking the place of any ex officio lecturer, in case of his absence for just cause. [1829—5.]

Delivery of
lectures.

SEC. 34. When there is a sufficient number of teachers for said purposes, the lectures in the barrios of a municipality shall be delivered simultaneously on the established days. And when there is not a sufficient number of teachers, the barrios shall be grouped in sections, and each section shall consist of a number of barrios equal to that of the teachers, in order that in all sections lectures may be delivered at one time, according to the established turns. [1829—6.]

Residents.

SEC. 35. The knowledge of the most learned residents of the pueblo may be availed of whenever such residents apply to the local school board for a turn or turns to deliver lectures, which may also be given on the invitation of said board regardless of who the lecturer may be, provided, that his learning and his fidelity to the Government of the United States are known or are guaranteed. [1829—7.]

Ex officio
lecturers.

SEC. 36. Municipal teachers are hereby declared ex officio lecturers. [1829—8.]

Assignment
of subjects.

SEC. 37. When a private citizen applies for a turn or turns in lecturing, or when the lectures are promoted by the local school board, the said board shall assign the subject of his lecture to such applicant or invited person, as the case may be, in accordance with the numbers of the programme determined by the Director of Education. [1829—9.]

Compensation.

SEC. 38. The municipal council of each municipality on the recommendation of the division superintendent of schools shall fix the compensation to be received by the lecturers for each lecture delivered by teachers as well as by authorized private citizens, and the traveling expenses shall be paid to said lecturers by the municipal treasurer, out of the school funds, whenever the distance from the house or residence of the lecturer to the place where the lecture is to be delivered shall exceed two kilometers. [1829—10.]

Traveling
expenses.

Announcement
of lec-
tures.

SEC. 39. When the municipal president sees that, on account of lack of information on the part of the residents of the barrios, they fail to attend lectures, on motion of

the teacher whose turn it is to lecture, or on his own initiative, he shall cause to be made public, by the town crier and by notice to the public posted in the most conspicuous places in the locality, the announcement for the lecture two days before its delivery. [1829—11.]

SEC. 40. Teachers in the Department of Public Instruction and other persons appointed to office under the Insular or a provincial government, who reach Manila from the United States, shall have their traveling expenses paid out of the Insular Treasury from Manila to the point in the Islands where their duties are to be performed. In cases where such teachers and other persons appointed have been duly authorized to bring their families at public expense from the United States to Manila, the expenses allowed under this section shall include the traveling expenses not only of such teachers and other persons but of their respective families. [239—1.]

Traveling expenses, teachers and others.

Families.

Chapter III.

DUTIES OF THE PROVINCIAL BOARD.

SEC. 41. It shall be the duty of the provincial board:

(a) To provide, if deemed expedient by the provincial board, by construction or purchase, or renting, such school building or buildings in the province as in the opinion of the board may be necessary, to be used for the free secondary instruction of pupils resident in the province, such secondary instruction being understood to include, in addition to academic and commercial subjects, manual training, instruction in agriculture, and normal-school instruction, to provide for the payment of all expenses of maintaining such public school or schools of secondary instruction as may be established in the province, and the schools in their establishment and conduct shall be subject to the general supervision of the division superintendents and the Director of Education in accordance with the provisions of law: *Provided*, That temporarily and until such time as the Commission shall decide that the condition of the finances of the province will justify for the future the payment of the salaries of teachers and the expense of supplies and equipment of secondary schools from the provincial treasury, such salaries and expense may be borne by the Insular Government: *Provided further*, That if for any reason a province is not prepared to establish a secondary or high school, the provincial board of such province may provide from provincial funds

Construction, purchase, or renting of school buildings.

Secondary instruction defined.

Proviso: finances.

Proviso: high school building.

Pupils, matriculation of. for the payment of the tuition, in a high school in any other province or in the city of Manila, of such pupils as may wish to enter such high school and are declared by the proper examining authorities of the school which they wish to enter to be fitted to receive secondary instruction; and the principal of the high school in question shall, provided the provincial board of the province in which the school is located, or the Municipal Board of the city of Manila, as the case may be, shall approve of the admission of pupils from other provinces, make provision for their accommodation, and when the school to which such pupils are admitted is a provincial school, the provincial board may authorize and direct the provincial treasurer to collect from the province sending them the reasonable tuition fee for each pupil so admitted. When the school is in the city of Manila the Municipal Board of Manila may make provision for the collection of such fee. [372—1 (b).]

Provincial board may authorize payment.

Office and storage for superintendent. (b) To provide and equip for the division superintendent of schools the necessary room or rooms for his office and for use in storing and distributing supplies. In case any division embraces more than one province, such room or rooms and equipment shall be provided by the province in which the division superintendent maintains his residence. [477—3; 525—2.]

Taking of private property. SEC. 42. In case it should be necessary to take private property for the purpose of constructing roads or erecting public buildings, and no agreement with the owner or owners can be arrived at as to the purchase price which is satisfactory to the board, the board shall have power to declare that the property is needed for public uses and to institute, as provided by law, condemnation proceedings to appropriate the same for the use of the province. [83—20.]

Chapter IV.

DUTIES AND POWERS OF MUNICIPAL COUNCILS, MUNICIPAL REVENUES, ETC.

SEC. 43. The municipal councils shall:

Primary schools. (a) Establish and maintain primary schools, subject to the approval and supervision of the division superintendent. [82—39 (f); 132—1 (e).]

Necessary appropriations. (b) Make appropriations for lawful and necessary municipal expenditures. [82—39 (c).]

Erect buildings. (c) Erect all needful buildings for the use of the municipality. [82—39 (e).]

(d) Elect one-half of the members, except the member

ex officio, of the local school board, as provided in section seven hereof. [132—1 (f).] School board.

(e) Establish and fix salaries of municipal officers and employees, except the municipal treasurers and teachers in the public schools, subject to the limitations expressed in section three hundred and two [*Compilation of the Acts of the Philippine Commission.*] The list of all salaries authorized by the council shall be posted at the main entrance of the municipal building. [82—39 (a), (b); 132—1 (d); 999—1 (c).] May not fix teachers' salaries.

SEC. 44. The municipal councils are authorized to collect fees for tuition in institutions of instruction, other than primary schools, founded and maintained solely by the municipality; but nothing in the law requires the charging of such fees. [82—43 (g); 132—1 (i).] May collect fees for tuition.

SEC. 45. During the month of January of each year, the council shall prepare in duplicate a report giving: Special report.

(a) An itemized estimate of the revenues of the municipality from all sources during the current year, with a statement opposite each item of the amount realized from that source during the last preceding year. —estimate revenue.

(b) An itemized estimate of the ordinary expenses of the municipality for the current year, with a statement opposite each item of the corresponding expenses for the preceding year. The estimated ordinary expenses shall not exceed the estimated resources. This estimate shall include a statement of outstanding indebtedness, if such exists. —estimate expenses.
—limitation.

(c) An estimate of such extraordinary expenditures, if any, as may be required through unusual necessity or to make permanent improvements. Such estimate shall state the approximate total expenditures by reason of such necessity or improvement, the amount which it is expected to expend during the current year and the source or sources from which it is proposed to secure the necessary funds; also an itemized statement of extraordinary expenditures for the last preceding calendar year. The report hereinbefore provided for shall be in such form as may be prescribed by the provincial treasurer. [82—47.] —extraordinary expenses, estimate.

SEC. 46. The school estimate, when approved by the municipal council, shall be attested by the president and the secretary and forwarded to the provincial treasurer for approval. If the provincial treasurer shall, upon consideration, find that the taxes levied are lawful and will produce the estimated revenue, and that the actual expenditures provided for in the report will not exceed Report attested.
Provincial treasurer, to approve.

in the aggregate the estimate thereof, then he shall approve the same. [82—47 (f); 1791—8.]

Expenses
not provided
for.

SEC. 47. The expenses not provided for in the annual estimate can be incurred and paid only after the approval of an additional estimate therefor in the manner provided in section three hundred and thirty (c) and (f). [*Compilation of the Acts of the Philippine Commission.*] [82—47 (g); 1791—9.]

SEC. 48. The municipal council is empowered:

May estab-
lish special
and profes-
sional institu-
tions.

(a) To provide, subject to the restrictions of section two thousand thirty-three hereof, for the establishment and maintenance of special and professional institutions of learning, other than primary schools, without intervention by the Director of Education or any division superintendent and to charge and collect matriculation fees, provided that such institutions of learning receive no aid from provincial or insular funds. [82—40 (f); 132—1 (h); 74—16.]

Training
teachers.

(b) To provide, when no American public-school teacher is assigned to the municipality or when no public school of secondary instruction is maintained therein, for the expenditure from the school funds established in accordance with section fifty-one hereof or from any other municipal funds not otherwise appropriated, of not more than forty pesos per month during the school year, to be used in equal parts towards the support of two residents of the municipality while receiving training for positions as public-school teachers in the municipality at any public secondary school established under the Department of Public Instruction. The persons thus supported shall be one young man and one young woman, whose respective ages shall not be less than fifteen or more than twenty-five years, and whose parents are not able to pay their expenses while attending schools of secondary instruction.

Two res-
idents of mu-
nicipality.

Expend-
iture, when
permitted.

They shall be appointed by the president, by and with the consent of the majority of all the members of the council, subject to confirmation, after one month's attendance by the principal of the school in which they are appointed to receive instruction. [446—1; 1791—4; 1858—1.]

Appoint-
ments, how
made.

Special
training in
certain in-
sular schools.

(c) To provide, further, for the expenditure from general municipal funds, or, with the approval of the Secretary of Public Instruction, from the municipal school funds established in accordance with subsection (b) of section forty-three of this Act and section one hundred and fifty of Act Numbered Eleven hundred and eighty-nine, as amended, of not to exceed forty pesos per month during the school year for each person appointed, as here-

inafter provided, to receive in the Philippine Normal School, the Philippine School of Arts and Trades, the Philippine School of Agriculture or any other Insular school, special training for the teaching of the academic branches, domestic science, agriculture, or arts and trades: *Provided*, That the total number of students appointed shall not exceed four from any one municipality. These students shall be appointed, by the municipal president, by and with the consent of the majority of all the members of the council, from a list of eligibles certified to the president by the division superintendent of schools, and by him recommended for such appointment.

Only those who have satisfactorily completed and been graduated from the prescribed intermediate course of instruction and are not less than seventeen nor more than thirty years of age, or municipal or Insular teachers of the municipality who have held office for two consecutive years at least, shall be eligible for appointment as special municipal students in the Philippine Normal School or in the Philippine School of Agriculture; and only those who have satisfactorily completed the first year of the prescribed intermediate course of instruction and are not less than seventeen nor more than thirty years of age shall be eligible for appointment as special municipal students in the Philippine School of Arts and Trades.

Each student appointed in accordance herewith shall be required by the municipal president to sign an agreement to the effect that, upon the termination of his studies pursued according to the terms of his appointment and agreement, he will return to the municipality appointing and maintaining him as a special student and accept an appointment either as a municipal or as an Insular teacher in said municipality, and faithfully perform the duties relative thereto for such salary as may be fixed by competent authority, for a period of time equal to that spent by him in study at the expense of the municipality from which he is appointed.

(d) To order the suspension or removal at any time, for cause, of any nonelective officer, except the municipal treasurer or a member of the local school board, provided that a two-thirds vote of all the members shall be required for such removal. [82—40 (a); 132—1 (g); 999—1 (b).]

(e) To appropriate at the beginning of each year a certain sum from the school funds for the purpose of paying the necessary traveling expenses of municipal teachers, when, at a certain time of the year, they have to go to Manila or to provincial capitals or any other

—provided:
Number of students.

How appointed.

Eligibility for appointment as special municipal students.

In Normal School or School of Agriculture.

In School of Arts and Trades.

Agreement of students appointed.

To return to municipality as teacher.

May not suspend or remove members of the local school board.

Traveling expenses of municipal teachers to attend summer schools.

place in the provinces that the superintendent may designate, to attend the so-called summer schools: *Provided*, That provincial teachers coming to Manila at their own choice, and with the permission of the division superintendent, and not by order of the latter, shall pay the difference between the traveling expenses from the place in the province where the summer school is to be held and those from their place of residence to Manila: *And provided, finally*, That in the event the superintendent shall recommend that some municipal teacher be sent to Manila, he shall give timely notice to the municipal council of his recommendation. [2018—1.]

Approval of
vouchers—

—by president
and superin-
tendent.

SEC. 49. The vouchers for the traveling expenses of municipal teachers, as provided for in the next preceding section, shall be approved by the municipal president and the division superintendent of the province where the teacher has his place of residence, before being paid by the municipal treasurer. [2018—2.]

Land and
real estate tax.
Minimum
note.

SEC. 50. The proceeds of at least one-fourth of one per centum of the lands, buildings, and improvements as assessed shall be devoted exclusively to the support of free public primary schools and the providing or erection of suitable school buildings. The municipal council shall have discretion to expend the remaining one-fourth of one per centum or so much thereof as they shall deem wise to levy, for any lawful municipal purpose herein provided. [82—43 (b); 303—1 (i).]

Internal-rev-
enue refund.
For primary
schools.

SEC. 51. Ten per centum of all the revenue accruing to the Insular government from the Internal Revenue Law (Act Number Eleven hundred and eighty-nine, as amended) is refunded to the municipalities for the support of the public primary schools. This refund is based upon the population as shown by the last official census. [1189—150; 1283—16; 1426—1; 1695—1.]

Chapter V.

TOWNSHIP COUNCILS AND THE MUNICIPAL BOARD OF THE CITY OF MANILA.

Township
council.

SEC. 52. The council shall, by a majority vote of all its members:

Duties.

(a) Establish and maintain primary schools, subject to the approval and supervision of the division superintendent. [1397—29.]

(b) Make appropriations for lawful and necessary expenditures, subject to the approval of the provincial board. [1397—29.] Appropriations.

(c) Manage the property of the township. [1397—29.]

(d) Under the general supervision and control of the provincial supervisor, erect all needful buildings for the use of the township and construct all necessary trails, roads, streets, and bridges within the township, but in case the estimated cost of any building or improvement exceeds one thousand pesos it shall request special plans or surveys through the Executive Secretary before appropriating funds for such works. [1397—29.] When cost of building exceeds ₱1,000.

(e) Fix the salaries of all duly authorized employees, except the township treasurer and the teachers in the public schools, subject to the provisions of section twenty-three of Act Numbered Thirteen hundred and ninety-seven. [1397—29.] May not fix teachers' salaries.

(f) Provide for the establishment and maintenance of special and professional institutions of learning other than primary schools, and charge and collect matriculation tuition fees from persons who attend such institutions. [1397—38.] Special institutions of learning.

(g) Order the suspension or removal at any time, for cause, of any nonelective officer or employee other than the township treasurer. [1397—38.] Suspensions and removals.

(h) To collect fees for tuition in institutions of instruction other than primary schools founded and maintained solely by the township; but the law does not require the charging of such fees. [1396—43 (e).] Fees for tuition discretionary.

SEC. 53. The Municipal Board is empowered:

(1) To establish and maintain free public schools for primary instruction and to provide schoolhouses therefor, subject to the limitation of Act Numbered Seventy-four, as amended. [183—17.] Schools, primary.

(2) To provide secondary schools, and professional schools, with the approval of the city superintendent; and to charge matriculation and tuition fees with the same approval. Schools, secondary.

(3) To provide for the erection or rental and care of buildings necessary for the use of the city. Buildings.

SEC. 54. The Board shall have the same powers in respect to the establishment of schools in Manila as are conferred on municipal councils by the provisions of the Municipal Code, as amended, as limited by chapter one Schools.

hundred ninety-eight of the Compilation of the Acts of the Philippine Commission. A local school board of six members for the city of Manila, who shall serve without salary, shall be selected and removed in accordance with sections eight and nine hereof, and shall exercise the same powers as provided in the said chapter above referred to in this section. The Director of Education shall exercise the same jurisdiction and powers in the city of Manila as elsewhere in the Islands, and the city superintendent of schools in Manila shall have all the powers and duties in respect to the schools of such city as are vested in division superintendents in respect to the schools of their divisions. [183—23.]

Local school board.
Clerical force, paid by city of Manila.
SEC. 55. The clerical force and assistants and laborers in the office of the city superintendent of schools shall be paid by the city of Manila, as well as the office expenses for supplies and material incident to carrying on said office. [267—4.]

Report on schools and buildings—quarterly.
SEC. 56. The city superintendent of schools shall make a quarterly report of the condition of the schools and the school buildings of Manila to the Board, and such recommendations as seem to him wise in respect to the number of teachers, their salaries, new buildings to be erected, and all other similar matters, together with the amount of city revenues which should be expended in paying native teachers, and improving the schools and school buildings of the city. The local school board shall make a similar quarterly report to the Board. The local school board shall be furnished an office and necessary clerical force by the city superintendent out of the appropriation for his office. [183—24.]

Office for school board.
Construction and repair, schoolhouses.
SEC. 57. The department of engineering and public works shall have care and custody of school buildings, and shall have charge of the construction and repair of schoolhouses ordered by the Municipal Board, subject to the limitations of Act Numbered Seventy-four, as amended. [*Chapter 198, Compilation of the Acts of the Philippine Commission.*] [183—24; 267—5.]

Money applied to school purposes.
SEC. 58. One-fourth of all moneys realized from the real-estate tax herein provided for shall be devoted exclusively to the support of free public primary schools of the city, and to the erection and maintenance of suitable school buildings. The Municipal Board may, however, in its discretion, apply to the Commission for appropriations from the general resources of the city of additional funds for the support of such schools and the maintenance of such buildings. [183—59.]

Chapter VI.
SALES AGENCY.

SEC. 59. There is hereby established an agency, to be known as "The Sales Agency," for the following purposes: The distribution of products and manufactures of the schools under the direction of the Government, and of articles produced or manufactured by the people, in the provinces inhabited by Moros and other non-Christian tribes; to assist the inhabitants of said provinces to find market for their labor; to stimulate the interest of persons outside of the Philippine Islands in products and values of articles, the products of Moro and other non-Christian provinces; to ascertain the designs, forms, methods of manufacture, and selection of materials most likely to obtain a ready market for such articles as are or can be manufactured in the schools and by the people of the said Moro and other non-Christian provinces; and to give such information to the Bureau of Education as will enable it to standardize and direct its instruction toward the production and manufacture of articles of a readily salable nature; to maintain an office at which pertinent information may be given to tourists or visitors to the Philippine Islands; to make public practical information in regard to the business of the agency, and to buy and sell such articles as may be necessary to carry out the intentions of this Act. [2061—1.]

Purposes.

—distribution
of school prod-
ucts, etc.

SEC. 60. There is hereby appropriated, out of any funds in the Insular Treasury not otherwise appropriated, the sum of sixty thousand pesos, or so much thereof as may be necessary, for the construction and equipment of a suitable building for the agency, to be located at some point designated by the Governor-General. [2061—2.]

Appropriation for build-
ings.

SEC. 61. The administration of this agency shall be vested in a Sales Agency Board of five members, composed of the Secretary of Public Instruction, who shall be ex officio chairman, the Secretary of the Interior, the Secretary of Commerce and Police, one other member of the Philippine Commission, and one other person to be designated by the Governor-General, who shall be known as the Sales Agent. It shall be the duty of the Board to prepare and promulgate necessary rules and regulations for carrying out the purposes of this Act; to authorize the employment of such traveling agents, clerical force, and other labor as may be necessary; to authorize the expenditure of funds herein designated as available for the establishment, maintenance, and operation of the

Sales Agent.

agency; to fix and regulate the rates of commission which the agency shall charge upon the different classes of transactions, and to exercise general supervision over the affairs of the agency. [2061—3.]

Compensation of Sales Agent.

SEC. 62. The Sales Agent of the Board, acting under the direction of the Board, shall have charge of the operation of the agency. He shall receive a compensation of four thousand eight hundred pesos annually, and a percentage of the gross business of the agency, to be fixed by the Board. [2061—4.]

Appropriation, reimbursable fund.

SEC. 63. There is hereby appropriated out of any funds in the Insular Treasury, not otherwise appropriated, the sum of fifteen thousand pesos or so much thereof as the Sales Agency Board shall deem necessary, which shall constitute a reimbursable fund. The receipts resulting from the operation of the agency shall accrue to the benefit of this fund and shall be deposited with the Insular Treasury. All expenses and other charges in connection with the operation of the agency shall be paid out of this fund. [2061—5.]

SEC. 64. Under the date of July sixth, nineteen hundred and six, the Philippine Commission adopted the following resolution:

"Be it resolved, That, from and after the first day of July, nineteen hundred and six, the Director of Education be, and he is hereby, authorized to sell to public-school students, through such employees of the Bureau as he may designate as agents, schoolbooks and supplies at such prices as may be fixed by the Director of Education and approved by the Secretary of Public Instruction, the money received from such sales to be covered into the Insular Treasury to the credit of the appropriation for the purchase of schoolbooks and supplies for the Bureau of Education and to be hereafter available for the purchase of additional books and supplies as they may become necessary."

Chapter VII.

MISCELLANEOUS.

Clerk of Supreme Court and clerks of First Instance. Other officers as notaries—oaths, etc., of employees without charge.

SEC. 65. The clerk of the Supreme Court and the clerks of Courts of First Instance in their capacities as ex officio notaries public, and all officers of the Government of the Philippine Islands or of the various provincial governments who are ex officio notaries public or authorized by law to administer oaths for general purposes, are hereby empowered and directed to administer oaths and

execute certificates required by officers and employees of the Government in the performance of their official duties without charge for so doing and without cost to the officer or employee of whom such oath or certificate is required. [742—1.]

SEC. 66. Any official in charge of a public work under the authority of the Insular Government or any provincial government is hereby empowered to administer all oaths required by law, without compensation, but he shall not be required to administer oaths except in matters of official business for which no fees are chargeable by law. [1165—2.]

Official in charge of public work
—may administer oaths.

SEC. 67. All officers appointed by the Governor-General, by and with the consent of the Philippine Commission, are hereby empowered to administer all oaths required and authorized by law, without compensation, but they shall not be required to administer oaths except in matters of official business in which no fees are chargeable by law. [1407—36.]

Officers appointed by Governor-General.
—oaths by

SEC. 68. Governors of provinces are hereby empowered to administer all oaths required and authorized by law. [234—2.]

Governors administrators of oaths.

SEC. 69. The Director of Forestry is authorized, in his discretion, to appoint public-school teachers, not to exceed six in number, as collaborators of the Bureau of Forestry during the school vacation only. Persons so appointed are hereby authorized to receive a compensation at the rate of one hundred and fifty pesos monthly as collaborators of the Bureau of Forestry in addition to the compensation which they receive as teachers, the provisions of section three of Act Numbered One hundred and forty-eight to the contrary notwithstanding. [734—1.]

School-teachers as collaborators of Forestry Bureau.
Compensation.

SEC. 70. Each municipal board of health shall consist of—

(a) A president, who shall be a duly qualified physician, or an under-graduate of medicine or an Army surgeon, or an Army contract surgeon, in case there are no civilian physicians available, such employment to be authorized in the discretion of the Governor-General; [308—2; 878—1.]

Board of health.
President.

(b) A member, who shall be chosen by a majority vote of the municipal council;

Chosen member.

(c) A male school-teacher of the municipality who shall be appointed by the division superintendent of public instruction for the division in which the municipality is situated;

School-teacher.

- Secretary. (d) The municipal secretary, ex officio;
- Pharmacist. (e) A pharmacist, if there be one resident within the municipality, who shall be appointed an honorary member by the municipal president;
- Senior medical officer U. S. Army or U. S. Navy. (f) The senior medical officer of the Army or Navy, if there be any such on duty in the municipality, who, with the authority of the proper military or naval commander, shall act as an honorary and consulting member of the board. The municipal secretary, the pharmacist member, and the military or naval member of the board shall not be entitled to vote.
- Vote.
- Persons subject to vaccination. SEC. 71. Every person living in the Philippine Islands who cannot furnish satisfactory evidence, either by a certificate of recent date from a president of a municipal board of health, public vaccinator, duly qualified physician, or such other person as the Director of Health may designate, or otherwise, to the effect that he is immune against smallpox, shall submit to vaccination as often as may be required by a municipal board of health or by the Bureau of Health; and such vaccination shall be performed gratis. [309—2.]
- Person or persons in charge of schools shall present children for vaccination. SEC. 72. The presidents, principals, board of directors, managers, or any person or persons having charge of universities, colleges, academies, seminaries, public or parochial schools, orphanages, or asylums, or other places where children are educated, reared, or cared for, shall present such children for vaccination within said institution at such times as may be specified by presidents of municipal boards of health or public vaccinators. Any such person or persons refusing to comply with the provisions of this section shall, upon conviction, be punished by a fine of not more than two hundred pesos for each offense. [309—6.]
- Penalty.
- Resisting vaccination. SEC. 73. Any person reported as unprotected against smallpox who is unable to submit satisfactory evidence of vaccination as provided in section seventy-two hereof, and who resists vaccination when directed to submit to it by the proper authorities shall, upon conviction, be punished by a fine of not more than one hundred pesos for each offense. [309—7.]
- Penalty.
- Superintendent, member of committee to count cash of provincial treasurer. SEC. 74. Promptly at the close of business on the last day of each month and at other times if in the opinion of the provincial governor it is deemed advisable, a committee consisting of the provincial governor, the division superintendent of schools, and the recorder of the provincial board shall count the cash in the hands of the provincial treasurer. [83—9; 133—1 (4); 752—1. 2; 1233—1.]

SEC. 75. Any officer or agent whose duty it is to collect and receive moneys arising from revenues of the Insular Government, or moneys accruing to the same, of whatever kind, who shall fail to render complete accounts of such receipts to the Auditor or to transmit the same within five days after the expiration of the month to which they pertain, or shall neglect to render the same when requested to do so, or who, being accountable for moneys advanced him for purposes of disbursement, shall neglect to account therefor immediately upon receipt of the Auditor's written request, shall be subject to such penalties as may be prescribed by law, and the Auditor may request the Governor-General to direct prosecution under sections six hundred and thirty-three to six hundred and thirty-five, inclusive, hereof, in any case which in his judgment may seem to require such action. [*Compilation of the Acts of the Philippine Commission.*] [1792—30.]

Failure to render accounts of receipts.

Penalties.

SEC. 76. Every officer or agent of the Insular or of any provincial government, required by law to render accounts to the Insular Auditor, who fails or neglects for the period of two months to render accounts to the Insular Auditor as required by law, or when required to do so by the Insular Auditor pursuant to law, shall be deemed guilty of gross neglect of duty, and upon conviction thereof may be punished by a fine of not exceeding four thousand pesos, in the discretion of the court, and may be imprisoned until the fine and costs are paid. Failure to make the proper accounts for money received shall be held to be prima facie evidence of embezzlement of the sums received and not accounted for. [749—3.]

Failure to render accounts.

Punishment.

Prima facie evidence of embezzlement.

Chapter VIII.

EXECUTIVE ORDERS.

SEC. 77. No Chief of Bureau or Office shall, directly or indirectly, invite, solicit, or even discuss with an employee, subordinate, or officer of another Bureau or Office his transfer to the Bureau or Office of such chief until the consent in writing of the head of the Bureau or Office in which the desired employee or officer is a subordinate, or of the Civil Governor, is first had. [*Wm. H. Taft, Civil Governor.*] [No. 50. July 7, 1903.]

Discussion of transfer of employee.

SEC. 78. In order that there may be uniformity of action by heads of Departments in the matter of the return to the service of persons separated therefrom before having served the full period prescribed by law or the contracts under which they were appointed, it shall be

Separation from service before expiration of contract.

the rule that no person separated from the public service of the Philippine Government before having served the full period prescribed by law or contract shall again be allowed to enter the same in any of its branches until he shall have made good all loss caused by such separation and shall have refunded to the Government that proportion of the total expense incurred by it by reason of his appointment, including salary and traveling expenses prior to the date he actually took up the duties of his position, as the time he failed to serve is to the time required by said law or contract, and then only on the recommendation of the head of the Department from which he was separated.

Refund to Government for losses.

All amounts so refunded to the Insular Government shall be paid to the disbursing officer of the Executive Bureau, and by him deposited in the Insular Treasury to the credit of the insular salary and expense fund, and proper accounting therefor shall be rendered to the Insular Auditor.

Qualifications for re-entrance to service.

Any person desiring to qualify for reentrance to the service under the provisions of this executive order shall first take the matter up with the Civil Service Board. [Wm. H. Taft, *Civil Governor.*] [No. 75. Sept. 2, 1903.]

SEC. 79. Executive Order Numbered Fifty, dated July seventh, nineteen hundred and three, is amended to read as follows:

Chief of any Bureau not permitted to influence employee of another to transfer to his Bureau.

"No Chief of Bureau or Office of the Government of the Philippine Islands shall, directly or indirectly, invite, solicit, or even discuss with an employee, subordinate, or official of another Bureau or Office, or of the Army or Navy of the United States in these Islands, his transfer to the Bureau or Office of such chief until the consent in writing of the head of the Bureau or Office in which the desired employee or official is a subordinate, or of the Civil Governor, or the officer of the Army or Navy under whom he may be employed or serving is first had." [Wm. H. Taft, *Civil Governor.*] [No. 106. Dec. 14, 1903.]

Registration of land purchased by provincial government when cost is more than ₱250.

SEC. 80. In analogy with the provisions of section sixty-four of Act Numbered Fourteen hundred and two, whenever real property, the cost of which exceeds two hundred and fifty pesos, is purchased by a provincial government, the title to the same shall be first perfected in the Court of Land Registration in accordance with Act Numbered Four hundred and ninety-six before payment therefor is made. This procedure will not be required, however, when the property purchased is for ordinary road extensions or improvements, in which case the title thereto shall be

examined by the provincial fiscal as to its sufficiency and validity and then forwarded, with his recommendation, to the Governor-General for approval before payment is made for the property. [*Henry C. Ide, Acting Governor-General.*] [No. 2. Jan. 8, 1906.]

SEC. 81. Pursuant to the provisions of Act Numbered Two hundred and fifteen, Philippine Commission, all district auditors are hereby designated special inspectors, and will, under such instructions from the Insular Auditor as he may deem advisable, make inspections of Insular Government property under the provisions of the act cited, from time to time, as may be required of them.

District Auditors, inspectors of Insular Government property.

Accountable officers and employees desiring the action of an inspector should submit, direct to the district auditor who covers the district in which the property is located, all necessary data, including the forms required by Auditor's Circular Numbered Thirteen, upon which intelligent action may be taken. In order that proper record of requests for inspection of property may be made, accountable officers and employees will forward to the Executive Secretary, as in the past, formal request for appointment of inspector, together with a statement to the effect that a copy of said request, with all necessary evidence, has been transmitted to the district auditor, giving date of such transmittal.

The inspector will submit his report direct to the Insular Auditor, who will, as is customary, forward the proceedings, with his recommendation, to the Executive Secretary for action under the authority granted by me. [*Henry C. Ide, Governor-General.*] [No. 29, June 4, 1906.]

SEC. 82. Executive Order Numbered Two, series of nineteen hundred and six, is hereby amended by adding at the end thereof the following:

"*Provided*, That the provisions of this order shall not apply to sites purchased for school purposes by provincial or municipal governments when the Governor-General shall be satisfied as to the title conveyed by the deed, or when a proper indemnifying bond, to be approved by the Governor-General, given by the person selling the site, shall accompany said deed: *And provided further*, That, in case a school site is offered to a provincial or municipal government for a stipulated term of years, or for the time during which the province or municipality may desire to use the same for school purposes, the construction thereon of school buildings, to be paid for in whole or in part from public funds, may be authorized by the Secretary of Public Instruction when, in his judgment, the

Governor-General to approve title conveyed by deed or indemnifying bond.

Construction paid by public funds.

cost and nature of the buildings is such as to warrant the erection thereof on the sites offered under the above-described conditions.

Diligent prosecution of registration proceedings. "Nothing, however, in the foregoing shall be construed to authorize any provincial or municipal government to desist from or delay the diligent prosecution of proceedings in the Court of Land Registration for the acquisition of an official certificate of title in every case where a school site is bought by such provincial or municipal government." [*James F. Smith, Governor-General.*] [No. 16, May 20, 1907.]

Employees of Philippine Civil Service. SEC. 83. The attention of the undersigned has been called to the fact that certain employees of the Philippine Civil Service have been engaging in private business and lending money at exorbitant rates of interest in violation of paragraphs 5 and 6, Civil Service Rule 12, which read as follows:

Prohibited from engaging in private or commercial undertaking, and "5. No officer or employee shall engage in any private business, vocation, or profession, or be connected with any commercial undertaking, without written permission from the head of the Bureau or Office in which he is serving, and of the Governor-General or proper head of a Department. As a general rule, in any enterprise which involves the taking of time, this prohibition will be absolute in the case of those officers and employees whose remuneration is fixed on the assumption that their entire time is at the disposal of the Government; if granted permission to engage in a business requiring time of applicant, copies must be furnished the Bureau.

—from loaning money at exorbitant rates of interest, etc. "6. lending money at exorbitant rates of interest, contracting loans of money or other property from merchants or other persons with whom the Bureau of the borrower is in business relations, the pursuit of private business, vocation, or profession without permission in writing from the head of the Bureau or Office in which employed and of the Governor-General or proper head of a Department, may be considered reasons demanding proceedings to remove for cause or to reduce in class or grade. No head of a Bureau or Office shall knowingly continue in the public service any subordinate officer or employee guilty of any of the above-named derelictions, without submitting the facts through the Bureau to the Governor-General or proper head of a Department."

Some officials of the Government are under the impression that prior approval is not required for an officer or employee to engage in private business, and that a

broker's license obtained from the Collector of Internal Revenue is sufficient authority for the lending of money at exorbitant rates of interest.

Notice is hereby given that all persons engaged in any private business, vocation, or profession, or who are connected with any commercial undertaking, or who are engaged in the lending of money on real or personal property without having received written permission from the head of the Bureau or Office in which serving, or of the Governor-General or proper head of a Department, must immediately secure such permission.

Permission
of head of De-
partment.

Notice is also given that all persons employed in the Philippine Civil Service who are at present engaged in lending money at exorbitant rates of interest must immediately discontinue such business and refrain from re-engaging therein.

The borrowing of money by superior officers from subordinates, or the lending of money by subordinates to superior officers is detrimental to the service and is prohibited.

Superior of-
ficers borrow-
ing money
from subordi-
nates.

Any violation by any person in the Philippine Civil Service of any of the provisions of paragraphs five and six, Civil Service Rule twelve, referred to above, or of any of the provisions of this Executive Order, by direction or indirection, subsequent to the publication hereof, will subject such person to proceedings for removal from the service for cause.

Penalty.

Bureau chiefs are directed to communicate the contents of this Executive Order to each and every employee under their jurisdiction and to exact compliance with its provisions. [*James F. Smith, Governor-General.*] [No. 26, Aug. 22, 1907.]

SEC. 84. It has come to the notice of the Governor-General that certain officers and employees, particularly in the provinces, do not observe the hours of labor fixed by statute or proper authority, and that notwithstanding this such employees certify on their honor upon their daily time records that they have rendered service during such hours.

Falsification
of daily time
record by em-
ployees.

Notice is hereby given that, in the opinion of the Attorney-General, a certification of daily time records by employees to the effect that they have observed the hours of labor fixed by law, when in fact they have not done so, constitutes the crime of falsification of official document punished by section three hundred of the Penal Code, and that in any future cases of such falsification of time records the offending officer or employee will be

Penalty. summarily removed from the service and criminally prosecuted.

Provincial boards and chiefs of Bureaus and Offices of the Insular Government and of the city of Manila will communicate the terms of this order to officers and employees under them; they will also take proper measures to insure the prompt report of any such falsification of time records to the Governor-General. [*James F. Smith, Governor-General.*] [No. 11, Feb. 10, 1908.]

Metric system used in all official documents.

SEC. 85. The attention of all Insular, provincial, and municipal officers is hereby directed to the provisions of section eight of Act Numbered Fifteen hundred and nineteen, as amended by Act Numbered Eighteen hundred and forty-three, providing that the metric system shall be used in all official documents, and all said Insular, provincial, and municipal officers are hereby directed to comply strictly with the provisions of said section and Act, as amended, from and after November first, nineteen hundred and eight, thus assisting in the proper enforcement of said Act. [*James F. Smith, Governor-General, by Frank W. Carpenter, Executive Secretary.*] [No. 77, July 28, 1908.]

Public officers must not receive free pass, free transportation, etc.

SEC. 86. No public officer or person elected or appointed to a public office under the laws of the Philippine Islands shall directly or indirectly ask, demand, accept, receive, or consent to receive for his own use or benefit, or for the use or benefit of another, any free pass, free transportation, franking privilege, or discrimination in passenger, telegraph, or telephone rates, from any person or corporation or make use of the same himself or in conjunction with another. [*W. Cameron Forbes, Governor-General.*] [No. 6. Jan. 14, 1910.]

Chapter IX.

DECISIONS OF THE GOVERNOR-GENERAL.

Sales of text books to other than pupils.

SEC. 87. The Acting Director of Education requests that, if the Secretary of Public Instruction thinks favorably of making sales of text books to other than pupils of the public schools, necessary authority be granted to enable the Bureau of Education to sell schoolbooks to private institutions, where such books can be spared, provided they are unobtainable in any local book store. [Mar. 5, 1907.]

When permitted.

"Where local firms are unable to supply the books required by private educational institutions, I think such

books may be sold by the Government at actual cost plus 10 per cent. Special authority should be required in each case, however, and no general authority for such sales should be given." [Apr. 15, 1907.]

SEC. 88. The Acting Director of Education requests a decision as to whether municipal teachers are included in Executive Order No. 26, with reference to civil service employees engaging in private business and loaning money. [Sept. 4, 1907.]

Municipal-
teachers not
included in
Executive Or-
der No. 26,
1908.

"Respectfully returned to the Honorable, the Secretary of Public Instruction. [Sept. 25, 1907.]

"Municipal teachers are not included in Executive Order No. 26, current series."

SEC. 89. An employee of the Bureau of Education for more than three years in the Islands requests information as to whether by paying his own expenses he could return to the Philippine Islands via Suez and be reimbursed at the end of two years in an amount equivalent to government rate via direct route from New York. [July 19, 1905.]

The following indorsement of the Insular Auditor received the approval of the Governor-General: "Respectfully returned to the Executive Secretary. From an average of several expense accounts submitted to his office for reimbursement to employees for traveling expenses from New York City to Manila, \$220 is considered by this office a reasonable amount to reimburse Mr. Fisher after two years' satisfactory service, providing the account has the approval of the Secretary of Public Instruction. In view of the fact that this question is likely to come up in numerous instances the views of this office are given. It is believed that a reasonable reimbursement should be allowed officers and employees of the government who have served three years in the Islands before taking their leave, and are thus entitled to such reimbursement, in cases where they return to the Islands by any other than the most direct route, and that such reimbursement should not be in excess of an average amount which the government has been allowing other officers or employees for expenses by the most direct route from the same places or immediate surrounding points, and in such cases expense accounts should have the approval of the Governor-General or the head of the Department in which the officer or employee may be serving at the time of his return." [Oct. 18, 1905.]

Average
traveling ex-
penses from
New York.

Reasonable
reimburse-
ment.

Approval of
accounts.

Chapter X.

DECISIONS OF THE SECRETARY OF PUBLIC INSTRUCTION.

Provincial teachers may not be assigned to clerical duties.

SEC. 90. The division superintendent of schools for Pangasinan requests a ruling of the Secretary of Public Instruction as to whether a native teacher paid from provincial funds may be assigned to a clerical position in the office of the division superintendent. [Oct. 25, 1905.]

The reply of the Secretary of Public Instruction is, as follows: "It appears that the teachers referred to herein are not on the rolls of the Bureau of Education, but are paid by the province of Pangasinan. This office is therefore of the opinion that the Director of Education can not detail these teachers to perform clerical duties in the office of the division superintendent of schools for the province of Pangasinan, under the provisions of Act No. 1416, which refers solely to Insular employees." [Jan. 15, 1906.]

Sunday school teaching.

SEC. 91. An American teacher requests permission to conduct a Sunday school in Santa Ana.

Similar cases.

Decision: "The questions raised by the within letter are similar to those presented in the case of Mr. George M. Palmer, (Ex. file No. 18782) (Bu. Ed. file No. 7019—2) and Rev. Father Villaruze (Ex. file No. 45987), and the decision reached in those cases must be followed in the present case. [July 26, 1904.]

Union of church and state prior to American occupation.

"Prior to American occupation there existed in the Philippine Islands union of church and state, and education necessarily implied the giving of religious instruction in all the schools of the country. With the advent of the Americans came the separation of Church and State and the establishment of a school system whose curriculum did not embrace religious instruction and whose instructors were of all shades and kinds of religious beliefs. This system was well known to Americans, and to them its organization, far from indicating any enmity to religion, denoted the high regard and respect which their country held for all religions. Such a system, however, was absolutely new and novel to the people of the Philippines, and so different from that system of education to which they were accustomed that, very naturally, the great mass of the people viewed its establishment at first with some degree of alarm and suspicion. The fact that no religious instruction was imparted in the public schools was to them a most radical departure, and they can hardly be blamed if they were disposed to regard the

omission as indicative of hostility to the faith which they professed. Having in mind this feeling of the majority of the Filipino people, and for the purpose of assuring them that the public school system was not inimical to their religion and of guaranteeing that their children in attendance on public schools would receive no religious instruction except with parental consent, section 16 of Act No. 74, was passed, and in the light of that purpose the Section must be construed. Many have been disposed to believe that section 16 was designed to regulate the conduct of the teacher while in the public school building and that, when the teacher was beyond the confines of the school premises, he was at liberty to influence his pupils for or against any religion, and to instruct them in the doctrines of any church, religious sect or denomination. If that were the meaning of the law, then its purpose to prevent interference by teachers with the religious belief of school children and to guarantee that no religious instruction would be given to them without the consent of their parents would be to a large extent, if not wholly, defeated. In my opinion, the law was not designed to regulate the conduct of the teacher in any particular place, but to assure the parent that the teacher, wherever he might be, would not take advantage of his position to impart religious instruction to public-school children without parental consent. Even if there were no law on the subject, the relation of the teacher to his pupils is so intimate and confidential and his power and influence over them so dominating and controlling that fair dealing and sound policy would seem to dictate that any religious persuasion whatever of the pupil by the teacher without knowledge and consent of the parents or guardian, whether in the school room or out of it, should be avoided. I am therefore of the opinion that no religious instruction whatever should be given to students of public schools by teachers without the written consent of parents or guardians." [Aug. 20, 1904.]

Relations of
church and
school under
American
rule.

SEC. 92. The Director of Education requests a decision as to whether a night school student is eligible for examination for appointment to a Government scholarship. [Aug. 26, 1904.]

Night-school
students.

Opinion: "In view of the enrollment of this student in the night school and his record of attendance therein, I am of the opinion that he is a public school student within the meaning of the law. Night schools were organized for the purpose of giving young men and young women engaged in other employment during the day an

Eligible to
Government
scholarships.

Attendance
must be reg-
ular and con-
tinuous.

opportunity to acquire an education after working hours. In my opinion, night schools are as much a part of the public-school system as are day schools. However, in order to give a person enrolled in the night schools the standing of a public-school student, his attendance must not be perfunctory or casual; it must be so regular and continuous as to justify the conclusion that the student enrolled attends the school for the purpose of obtaining the educational advantages offered by it.

"In passing, it may be remarked that the rule here laid down may also be applied to the students of the day schools." [Sept. 10, 1904.]

Allowance
for use of mo-
torcycle.

SEC. 93. The Director of Education recommends that employees of the Bureau of Education be allowed fifteen centavos per mile for the use of their own motorcycles, but not to exceed ₱30 for any one month. [May 24, 1909.]

"Respectfully returned through the Insular Auditor approving the recommendation that those teachers who use their own motorcycles in supervising work be granted monthly allowance of ₱30 to cover the cost of operating same." [June 14, 1909.]

Traveling
expenses
when trans-
ferring or re-
turning from
leave.

SEC. 94. The Director of Education requests decision as to whether a teacher transferred from one division to another at his own request is entitled to traveling expenses to the town assigned in that province; and if teachers returning from leave in the United States; also if teachers returning from leave in the United States may be considered "ON DUTY" when they report to the division superintendent, at the capital of the province. [Nov. 5, 1909.]

Decision.

Decision: "A teacher returning from leave or transferring from one school division to another may be considered on duty from the time at which he reports to the division superintendent, if it has not been possible to give him an assignment to a particular station in the division, or if for any reason he is ordered to report to the division superintendent, before proceeding to his station." [Dec. 15, 1909.]

Municipal
teacher's va-
cation pay
and

SEC. 95. A division superintendent of schools requests information as to whether Antonio Reyes can draw his vacation salary as a municipal teacher and at the same time draw salary as clerk in the office of the division superintendent. [Mar. 23, 1908.]

Clerical sal-
ary

Decision: "The employment of Antonio Reyes as clerk in the office of the division superintendent of schools, while receiving a salary as municipal teacher, is disapproved." [Apr. 17, 1908.]

SEC. 96. The Assistant Director of Education forwards to the Insular Auditor for preliminary audit voucher of the division superintendent of schools for reimbursement for expenses incurred while attending the funeral of a child of one of the American teachers. [July 8, 1908.]

Reimbursement vouchers for expenses incurred while attending funeral of child not allowed.

"Respectfully returned to the Assistant Director of Education. [July 13, 1908.]

"The Acting Auditor is constrained to admit that the expense in question was incurred in a worthy cause, but cannot, however, concur in the opinion that such expenses are for official purposes. Claim for \$3.80 covering transportation while "Attending funeral of baby" is therefore formally disallowed." [(Sgd.) *Acting Auditor.*]

"Respectfully returned to the Director of Education. "It appears to the undersigned that the position of the Acting Insular Auditor in disallowing this claim is correct, under the law." [Sept. 2, 1908.]

SEC. 97. The Director of Education requests an interpretation of Act 1813.

Act 1813.

"Respectfully returned to the Director of Education.

"Act 1813 does not apply to any lands other than those belonging to the public domain. Lands which have been set apart for military reserves or as reservation for civil purposes, and friar lands, are not included within the meaning of Act 1813. Once lands are carved out of the public domain as a reserve, whether for military or civil purposes, the power of the Executive over such lands ceases and he has no authority to vacate the reservation or defeat the purposes of the reserve by any subsequent conveyance. The friar lands constitute no part of the public domain, but are the private property of the Philippine Government." [July 1, 1908; July 9, 1908.]

Does not apply to lands other than public domain.

Friar lands.

SEC. 98. The Acting Director of Education recommends that when Thursday is a holiday the Friday following be also observed as a holiday provided school was taught on the preceding Saturday. [Dec. 11, 1906; June 24, 1907.]

Friday following holiday on Thursday may be holiday.

The Secretary of Public Instruction, after answering the objections offered by the Director of Civil Service, states:

"Since no new holiday will be created, and as school work will not be hindered by the plan recommended by the Director of Education, but would, it appears, be benefited thereby, no objection is seen to considering as a holiday the Friday immediately succeeding a holiday falling on Thursday, on condition that school sessions are held on Saturday of the preceding week." [July 23, 1907.]

Time lost in
taking exami-
nations.

SEC. 99. The General Superintendent of Education, requests a decision as to whether teachers lose their salaries for time spent in taking examinations. [Oct. 3, 1904.]

Temporary
teachers.

From the third indorsement: "It is, therefore, recommended that time lost by temporary teachers for taking civil-service examinations for probational appointment in the service be charged against them and that they receive no pay for such periods of absence. It is further recommended that teachers under permanent appointment who have once failed in the Civil Service examination be charged with any absences which are incurred in taking a second examination; or that teachers who have already qualified by examination and wish to take some other civil-service examination be required to lose this time and that in all cases only such time as is reasonably necessary to reach the place of examination, and return to station be allowed." [Nov. 3, 1904.]

Permanent
teachers.

"Respectfully returned, through the Civil Service Board, to the General Superintendent of Education, approving the recommendations of the third indorsement hereon." [Nov. 12, 1904.]

SEC. 100. The Acting Director of Education requests a decision as to whether carabao and work cattle should be considered as permanent equipment.

Carabao and
work cattle
considered as
permanent
equipment.

"It is true that carabao and work animals are not, as a general rule, as permanent in their lasting nature as machinery but at the same time, with proper care and treatment, they may well last as long as an ordinary wagon and longer than some other fixtures which are included as permanent. Nothing is literally permanent in this world and it is believed that carabao and work cattle are sufficiently so to be properly included under that heading, especially as distinguished from current expendable supplies which have to be renewed every year or oftener." [May 17, 1907.]

Teachers
hiring horses
from other
teachers.

SEC. 101. Upon requests from the Insular Auditor for an administrative decision as to the propriety of allowing payment of vouchers covering claims for amounts paid by one teacher to another for horse hire, the Secretary of Public Instruction made the following statement:

"It is the opinion of the undersigned that it is for the best interest of the service for employees, in so far as possible, to rent horses from persons who are not in the service of the Government. He is aware, however, that very often it is impossible for teachers to obtain satisfactory horses from outside parties. He believes,

therefore, that in case it appears from a statement of the facts that the teacher was not able to obtain a horse he required from outside parties, he should be authorized to hire one from another teacher, and, unless there are reasons which the undersigned is not cognizant of at present for not doing so, he will approve the payment of accounts of this character." [Aug. 23, 1909.]

SEC. 102. The General Superintendent of Education asks if absences of teachers on July 12 owing to a severe storm shall be considered a regular absence and charge against the teacher. Absence due to storm.

First indorsement Civil Service Board: "Respectfully forwarded to the Honorable, the Secretary of Public Instruction, concurring in the recommendation of the General Superintendent of Education that teachers who reported at their school on July 12 but did not teach owing to the absence of children, be not charged for absence on that day." [July 16, 1904.] Recommendation that it be not charged.

Decision: "Respectfully returned recommendations of the inclosed letter and of first indorsement approved." [July 19, 1904.] Approval.

SEC. 103. The division superintendent of schools for Misamis requests authority to assign certain teachers to accompany pupils for the holding of an athletic contest. As the matter involved the special detail of teachers, the Acting Director of Education submits the request to the Secretary of Public Instruction for decision, and recommends approval. [July 16, 1907.] Teachers to accompany pupils to athletic contest.

Fifth indorsement, Department of Public Instruction: "Respectfully returned to the Director of Education, through the Bureau of Civil Service, approved." [Aug. 14, 1907.]

SEC. 104. From fifth indorsement: The Director of Education in an indorsement to the Insular Auditor: "The undersigned would recommend that an employee be granted an allowance with the approval of the Secretary of not to exceed ₱10 a month for use of his bicycle, audit to be made on the basis of not to exceed ₱0.04 a kilometer of travel. In cases where teachers have hired bicycles the cost has always been in excess of this amount." [Dec. 7, 1908.] Bicycle allowance.

"The Government of the Philippine Islands. Executive Bureau. Respectfully returned the Insular Auditor, approved as recommended in the fifth indorsement." [Feb. 15, 1909.] Approved.

SEC. 105. The Director of Education recommends that unexpended balances in funds available for construction Unexpended balances.

purposes be declared available solely for the repair and maintenance of the specified building projects from which derived: [June 22, 1909.]

Immediate use in permanent improvement.

Decision: "If, in closing accounts of school building projects, there remain small unexpended balances which, in the opinion of the Director of Education, might be used to advantage in permanent improvements of the building or grounds, the undersigned has no objection to their *immediate* use for that purpose. He does not believe, however, that when once a project has been closed, any balance whatever should be carried forward to its credit for maintenance or repairs; and all balances for which there is not a really urgent need in completing the projects for which they were allotted, it is believed, should revert to the credit of the funds from which they were originally allotted." [June 24, 1909.]

Reversion of balances.

Attendance Insular Filipino teachers at vacation institutes.

SEC. 106. The Acting Director of Education, recommends that arrangements be made whereby Insular Filipino teachers may attend vacation institutes to make up absence occurring during school year, credit to be given on basis of actual attendance upon said schools.

No credit given unless serving as instructor.

Decision: "It is recommended that authority to conduct the vacation institutes mentioned within be given, that attendance of teachers thereon as students be wholly voluntary and no service credit be allowed therefor, but that service credit be allowed to all teachers assigned as instructors therein, in accordance with the above quoted decision of the Secretary." [Acting Director of Civil Service.] [Feb. 21, 1907.]

Department of Public Instruction: "Respectfully returned to the Acting Director of Education, inviting attention to the preceding indorsement, in which the undersigned concurs." [Mar. 8, 1907.]

Corporals of the Philippine Scouts as teachers.

SEC. 107. The Director of Education inquires as to whether or not two corporals of the Scouts may be paid salaries from governmental funds for teaching service rendered in the public schools.

From the eighth indorsement: "Quoting from the Municipal Code: 'In no case shall there be elected or appointed to a municipal office an ecclesiastic, soldiers in active service, soldiers receiving salaries from provincial, departmental or governmental funds, or contractors for public works for the municipality.' It is believed that this precludes the payment of these corporals of Scouts from municipal funds.

"There is nothing that would prevent them being paid for this service from Insular funds, as Insular employees,

should the expense be authorized by the Secretary of Public Instruction." [Auditor.]

Decision: "Respectfully returned to the Director of Education, approving the payment of ₱20 per month each to two corporals of the Philippines Scouts, employed as teachers at San Julian and Nena, Samar." [July 12, 1906.] Received salary.

SEC. 108. Miss D. Rice asks if a deaf Igorot boy may be given transportation to Manila at the expense of the Bureau of Education, where he is to enter the School for the Deaf and Blind. The Director of Education, in the third indorsement, requests the approval of the Secretary of Public Instruction for this expenditure providing the parents of the Igorot boy, or boys, are willing that they should come to the School for the Deaf, and providing further that the children are not over ten years of age. [Apr. 21, 1909.] Transportation of deaf Igorot boy to School for Deaf and Blind.

Fourth indorsement: "Respectfully returned to the Director of Education, approved as recommended in the preceding indorsement." [May 17, 1909.]

SEC. 109. The division superintendent of schools for Iloilo forwards a letter from the lady Director of St. Joseph's College, Jaro, requesting that an American lady teacher be assigned from the public schools to teach in that school. The Director of Education endorses the communication to the Governor-General for determination, inviting attention to the inclosed copy of a letter to be sent to the lady Director of St. Joseph's College, and to inclosed copy of another letter to Miss Caroline M. Bissinger, in charge of Missionary School in Jaro, in answer to a similar request, and further inviting attention to requests of this nature made by the college of the Immaculate Concepcion in Cebu. [June 11, 1908.] American teachers not furnished by the Government to private institutions.

Decision: The following indorsement was returned by the Governor-General, as Acting Secretary of Public Instruction: "The letter should contain a statement to the effect that no teachers are furnished any institution except institutions in which orphans are maintained at the expense of the Government. In such case the Government has considered it a duty to furnish a teacher of English for the instruction of these orphans, for whose education and maintenance the Government has become responsible. The Government would be glad to furnish teachers in English to all private institutions, but unfortunately the appropriation for English teachers is just about one-third of what it ought to be. Under such circumstances instructors cannot be furnished to private

institutions without detriment to the service." [June 26, 1908.]

The meaning of light, mixed, and strong materials.

SEC. 110. The acting Director of Education requests a decision as to whether a building constructed of mixed materials, 'the posts being of rough timbers, the floor of wood, sawali sides, and roof of nipa' would be interpreted as coming within the provisions of paragraph 1 of section 1 of Act 1801. [Sept. 26, 1908.]

Application of Act 1801.

Sixth indorsement: "The terms 'light', 'mixed', and 'strong' materials have a definite and well understood meaning in the building vocabulary of these Islands. Act No. 1801 states that there is hereby appropriated * * * for the construction of school houses of *strong materials* in the barrios the sum of one million pesos. The building under discussion in these papers is to be of *mixed materials* and thus does not come within the class for which aid is provided by the Act referred to." [Acting Auditor.] [Oct. 8, 1908.]

Decision: "Respectfully returned to the Director of Education, concurring in the preceding sixth indorsement of the Insular Auditor." [Oct. 9, 1908.]

Chapter XI.

OPINIONS OF THE ATTORNEY-GENERAL.

Initiative in hiring or fixing salaries of native teachers.

SEC 111. "Can a teacher with the approval of the division superintendent or the division superintendent himself, arbitrarily hire or fix the salary (or both) of native school teachers or assistants without the council having taken the initiative?"

Act 74—Division Superintendent.

Opinion: "Section 9, Act 74, provides that 'each division superintendent shall, subject to the rules prescribed by the General Superintendent, appoint the native school teachers to serve in the schools within his district and shall fix their salaries from year to year within the limits prescribed by law.'

Act 82 municipal council.

"On the other hand, sub-division (f) of section 39, Act 82, as amended by section 1, subdivision (e) of Act 132 reads: 'The municipal council shall establish and maintain primary schools subject to the approval and supervision of the division superintendent.'

American teacher.

"From the above decisions it will be observed that American teachers have no authority to appoint native teachers; but the division superintendents may hire and fix the salaries of said teachers or assistants without the council having taken the initiative. This, however, must be done so that the amount of salaries can be pro-

vided for in the annual estimate. If the division superintendent desires to appoint teachers during the year, or to raise the salaries of teachers, this must be done with the consent of the council and the provincial treasurer." [Dec. 14, 1901.]

SEC. 112. "Can a teacher, with the approval of the division superintendent, or the superintendent himself, arbitrarily purchase supplies etc., necessary to the establishing and maintaining of primary schools afterwards compelling the municipal council to pay the bill for these supplies? (A case where the municipal council did not take the initiative.)"

Teachers or
superintend-
ent purchas-
ing supplies.

"In accordance with section 9, subdivision (ff), Act 82, a teacher cannot, either with or without the approval of the division superintendent, or the general superintendent arbitrarily purchase supplies. A teacher may, with the approval of the division superintendent, through the local school boards, or personally, present to the municipal council the need of certain supplies for the purpose of establishing and maintaining schools; and the municipal council may, after receiving the consent of the provincial treasurer, authorize the purchase of said supplies.

Teachers
have no au-
thority.

"On the other hand, the provision being evidently mandatory, the council is obliged to appropriate for such expenses providing the treasury contains any surplus funds." [Dec. 14, 1901.]

SEC. 113. "Can the municipal council, after having taken the initiative and passed an act which received the approval of the division superintendent, pay the expenses necessary to establishing and maintaining a primary school without first having these expenses approved by the provincial treasurer, subsequent to the approval of the division superintendent, in cases where such expenses were not included in the annual estimate, as required by section 47 of the Municipal Code?"

Expenses
not included
in annual es-
timate.

Opinion: "Section 47 subdivision (g), Act 82, explicitly states: 'Expenses not provided for in the annual estimate can only be incurred and paid upon authorization by the provincial treasurer, at the request of the municipal council.' The obvious purport of this section is that such expenses must receive the approval of the provincial treasurer as well as that of the municipal council." [Dec. 14, 1901.]

Must receive
approval of
provincial
treasurer and
municipal
council.

SEC. 114. The principal of the high school of Cebu requests an opinion as to whether or not a civil action may be instituted against a student who severs his connection with a school without returning books in his

Civil action
against pupil
who does not
return books.

possession which are the property of the Government. [Oct. 7, 1906.]

Manner of
procedure.

Opinion: In rendering his opinion, after quoting from paragraph 5 of article 535 of the Penal Code, the Attorney-General states: "A student retaining such books in his possession, and failing either to return the same or to give a satisfactory explanation for his failure, upon a proper demand being made to him for the return of said books, misappropriates them to the prejudice of the principal and the Government, and he is, therefore, liable under said paragraph 5. But before instituting criminal action it is necessary that there be evidence establishing a demand for the return of the books and the refusal of the student to comply therewith." [Oct. 22, 1906.]

Municipal
teacher in in-
termediate
school.

SEC. 115. "A municipal council of Bulacan refuses to pay the salary of a municipal teacher assigned to an 'intermediate school,' claiming that an 'intermediate school' is not a 'primary school.'" [Mar. 12, 1907.]

Conditions
when council
must author-
ize payment of
salary.

Opinion (after discussion): "If the law has been observed in fixing the aforesaid salaries, and they are not in excess of the funds of the municipality available for school purposes, the parties interested may compel the council to authorize the payment of same by appropriate action in proper court." [Apr. 4, 1907.]

Annual
school esti-
mate.

SEC. 116. "Must the annual estimate for salaries of municipal teachers state the name and salary of each incumbent or may the estimate be made in a lump sum, apportionment of salaries to be determined later by the division superintendent?"

Enumerate
salary and po-
sition of each
teacher.

Opinion: "The number of positions for teacher and salary for each position should be enumerated. The appointment of the teachers to these positions is made by the division superintendent, and is entirely distinct from the itemized statement and should not be included therein." [Nov. 4, 1904.]

Appoint-
ments to fill
vacancies in
municipal-
ities.

SEC. 117. "Must appointments to vacancies occurring during the school year be approved by the municipal council before the municipal treasurer is empowered to pay the salary to the new appointee?"

Opinion: "The division superintendent cannot increase the salary of any of the positions provided for without the consent of the provincial treasurer at the request of the municipal council. (Act 82, sec. 47 (g).)

"He may, however, in his discretion, appoint a teacher to fill one of the positions provided for at a less salary than that fixed in the estimate. The approval of the

municipal council is not necessary to authorize the payment of the salary of such new appointee." [Nov. 4, 1904.]

SEC. 118. The division superintendent of schools for Romblon reports that the president of the provincial board of health treated his mashed finger and presented a bill for ₱79.50; that he offered to pay ₱35; but the offer was not accepted; he requests a decision as to whether paragraph 5 of Act 985 does not preclude charge for attendance on Government employees by the president of the provincial board of health. [Jan. 13, 1905.]

Medical attendance of president of provincial board of health.

Opinion: "Act No. 189 provides that medical services shall be rendered at the expense of the Insular Government to civil officers and employees and their families, and the second proviso of paragraph 5 of Act No. 985 provides that 'in no case shall the president of a provincial board of health or the president of a municipal board of health be paid for medical services rendered to any person authorized by law to receive medical attendance at the expense of the Insular Government or at the expense of a province.' The president of the provincial board of health in the Province of Romblon is therefore not entitled to any compensation for the professional services rendered to the division superintendent of schools in that province. However, as is suggested by the Commissioner of Public Health, the former should be reimbursed for the medicines, etc. used, provided they were not the property of the province or municipality." [Jan. 28, 1905.]

Not entitled to compensation.

Conditions.

SEC. 119. "Has the General Superintendent of Education the authority to transfer over the formal protest of the superintendent of the city schools a municipal teacher to the Insular service by means of a regular appointment?"

Director of Education may appoint Insular teacher over protest of superintendent.

Opinion, Attorney-General: "I am therefore of the opinion that the General Superintendent has the authority to appoint any teacher in the municipal schools of Manila or any other municipality to the Insular service provided, the Insular Government pays the salary of such appointee." (After discussion.) [Mar. 24, 1905.]

SEC. 120. "Has a municipality of the Philippine Islands operating under the Municipal Code, the right to cede a portion of the public square to the corresponding province for use as a site for a provincial school; and, if so, under what conditions?" (After lengthy discussion.)

Right of municipality to cede portion of plaza for provincial school.

Opinion: "I am, therefore, of the opinion that the conveyance cannot be legally made without the express consent of the law-making power." [Apr. 22, 1905.]

Disapproved

Construction of municipal schoolhouses.

SEC. 121. "Does the division superintendent of schools have the right to approve or disapprove of the items of expense incident to the construction of municipal schoolhouses?"

Superintendent may disapprove items of expense.

Opinion: "It is the evident intention of the law that the division superintendent shall be primarily interested in the plans and construction of school buildings. In order to effectually perform his duties, the right to approve the different parts of the school building while it is in process of construction must vest in him. It is, therefore, my opinion that this power is incident to the general power of supervision of the schoolhouses in his district, and that he must first approve the payment of the various items of expense incurred in the construction of said buildings before the same should be paid by the provincial treasurer." [June 8, 1905.]

Surplus in municipal treasury.

SEC. 122. "If at the end of December, 1901, a town has a surplus of \$3,000 in its treasury clear of all obligations; what course must I pursue in order to insure the payment of salaries (in part) from June 30, 1901, to December 31, 1901? (a) If the town council is not willing to pay the back salary, but the provincial treasurer is? (b) If the town council is willing, but the provincial treasurer is not willing? (c) If neither the town council nor the provincial treasurer will assist me in getting these teachers paid?" [Jan. 23, 1902.]

Refusal of municipal council or provincial treasurer to pay salaries.

Opinion: "The law reserves one-fourth of one per centum of all assessments on land and improvements for the support of free public primary schools and the providing or erection of suitable school buildings. (Sec. 43, subsec. (b), Act 82.)

"The municipal council is, moreover, obligated to 'establish and maintain primary schools subject to the approval and supervision of the division superintendent.'

"It follows that the above provincial and municipal officials are charged with the financial supervision of their districts, and must support the actions of the division superintendent when the condition of the treasury admits of the same.

Remedy to insure payment.

"Should the said officials arbitrarily neglect their duties in this respect, then as a last resort the proper remedy is to sue by a writ of mandamus." [Jan. 29, 1902.]

Provincial treasurer may not disapprove appointments of division superintendent

SEC. 123. "Must the provincial treasurer approve my appointments before they become effective? Do we have jointly the power of appointing teachers? Does the law allow him in making a decision about the appointment of the teacher to base his refusal of approval on such

considerations as the fitness of the teacher, the need of one, or upon his own pleasure in the matter?" [Jan. 23, 1902.]

Opinion: "The provincial treasurer is the financial supervisor of the province and as such is authorized to approve all expenditures of the municipalities. The question of the competency of the appointees is not within his functions, being obviously foreign to his office." [Jan. 29, 1902.]

SEC 124. The division superintendent for Nueva Ecija requests an opinion as to whether school funds may be used for repair of the "presidencia". [Sept. 4, 1905.] Repair of "presidencia."

Opinion: "According to the attached plans and specifications, it is seen that the expenditure is to be made in remodeling and repairing the entire building—that part which is to be used for municipal office, police, and calaboose, as well as that part which is to be devoted to school purposes.

"The law provides that municipal school funds must be devoted *exclusively* to the support of free public primary schools and the providing or erection of suitable school buildings. When paid from school funds.

"Therefore, the expenditure of any part of the school funds for the repair of the entire building would be without authority of law." [Sept. 25, 1905.]

SEC. 125. The president of Naujan, Mindoro, asks who will pay for a horse lost by drowning while being ridden by an American teacher, on a visit of inspection to the barrio school at San Jose, the horse being the property of one Chino. [Sept. 29, 1905.] Loss of horse on inspection trip.

Opinion: "Under the law in force in these Islands, a lessee is bound to use the thing leased 'as a diligent father of a family would, applying the same to the use agreed upon; and, in the absence of an agreement, to the use of which may be inferred from the nature of the thing leased according to the custom of the land.' If he does this, and the thing is lost or destroyed without the fault of the lessee the lessor must bear the loss. It is, therefore, a question of fact whether Mr. Harris is responsible for the value of the horse. If he did not exercise due care, under the law he may be held personally liable and the Government, in this instance, would not be responsible for his negligence. If he was not in fault, the owner would have to suffer the loss. In neither case would the Bureau of Education be responsible therefor." [Dec. 13, 1905.] Who bears loss?
Bureau of Education not responsible.

Transfer of
general funds
to school
funds.

SEC. 126. The Acting Director of Education requests an opinion as to whether a municipality is obliged to transfer to the school funds money voted from the general funds for that purpose. [Nov. 18, 1906.]

No legal
obligation.

Opinion: "The council is under no legal obligation to make an appropriation out of the surplus of its general funds for the benefit of the school fund, and, therefore, any appropriation so made is a pure gratuity on the part of the municipality. No contractual relation arises therefrom nor does such appropriation create in the school authorities of the municipality any vested right to the money so appropriated. It is, therefore, within the right of the municipal council to rescind or repeal a resolution or ordinance appropriating any part of its general fund to the school fund." [Dec. 15, 1906.]

Inability of
municipality
to transfer
voted amount
from general
to school
funds does not
constitute
debt.

SEC. 127. A municipality votes a certain amount from the general fund for school purposes and is unable, for lack of funds, to transfer the money. Does this originate a debt from general to school funds to be paid the following year?" [Nov. 18, 1906.]

Opinion: "The voting by the municipal council of a certain amount from its general fund for school purposes creates no debt or contractual relation between the general and school funds, or the municipality and the school, and, therefore, if the amount voted is not transferred for lack of funds the municipality is under no legal obligation to pay same out of its general fund arising from taxation for the following year." [Dec. 15, 1906.]

Money re-
ceived from
renting school
building.

SEC. 128. The division superintendent of Bataan desires to know whether the money received from the rent of a school building should go into the general fund or into the school fund.

Opinion: "Section 43 (b) of Act 82 provides the sources of revenue for school purposes. This provision is mandatory and it is clearly the duty of the municipal authorities to devote the proceeds of at least one-fourth of one per centum of the lands, buildings and improvements as assessed, exclusively to the support of free public primary schools and the providing or erection of suitable school buildings. This is the only revenue that the law devotes exclusively to school purposes, and therefore, if a municipal building no longer used as a school building should be rented by the municipality, the proceeds derived therefrom under subsection (e) would properly belong to the general fund of the municipality and not to the school fund, and therefore, the rent derived from such a building would stand on the same footing as rent

derived from any other building owned by the municipality that it may lease." [Apr. 6, 1907.]

SEC. 129. The Director of Education desires information as to whether a municipality may borrow money for municipal purposes from any source other than the provincial or Insular governments. [Dec. 3, 1908.]

Power of municipal council to give mortgage.

Opinion: "A municipal council has no power to mortgage the real estate of the municipality, since a debt of obligation is incident to a mortgage, and the consent and approval of the President and Congress of the United States are necessary in order to enable the Commission to empower a municipality to incur an indebtedness, and then only for the purpose of furnishing sewers, a water supply, or some other kind of municipal betterments or improvements.

Conditions.

"The resolution of the council of San Mateo authorizing the raising of ₱1,500 by negotiating a loan and executing a mortgage on the communal funds of the municipality to secure the loan is illegal and void." [Dec. 14, 1908.]

SEC. 130. The division superintendent of Bataan requests an opinion on the following question: "Does the renting of a school building, not being used by a municipality, require the approval of the division superintendent to make the contract valid?"

Approval of superintendent to contract for rental of school building.

Opinion: "School buildings are the property of the municipality in which they are located, and while being used for school purposes cannot be devoted to any other. But when they are no longer needed for such purpose and their use as school buildings is discontinued, it is competent for the municipal council to devote such buildings to other municipal purpose, or if not needed by the municipality to rent out, and under the circumstances stated in the above question the approval of the division superintendent is not necessary to the validity of the contract. So long, however, as a school building is being used for school purposes, it is under the supervision of the division superintendent." [Apr. 6, 1907.]

SEC. 131. The acting division superintendent of schools for Palawan inquires whether local school boards may be legally established in independent barrios the same as in municipalities, as provided by Act No. 74, sections 9 and 10, stating that there have been organized in the Province of Palawan five independent barrios, the schools of which are supported and administered independently of the townships to which they formerly belonged. [July 17, 1908.]

Local school board in independent barrios.

Disapproved.

Opinion: "In my opinion a local school board can not be established even in the case of independent barrios the schools of which are maintained and administered independently of the municipalities to which they formerly belonged, there being no law authorizing such establishment. Section 10 of Act No. 74, provides for the establishment of a local school board and each municipality organized under any General Order of the Military Governor, or under such municipal code as may be hereafter enacted. Section 12 provides that every pueblo shall constitute a school district. I take it that these provisions of law can not be extended to the barrios, no matter if they are independent and have schools supported and administered by them independently of the municipalities. Moreover, under Act 74, local school boards shall be composed of the president or alcalde of the municipality, who shall be a member ex officio, and that one-half of their members shall be elected by the municipal council and the remaining half shall be appointed by the division superintendent, and in the case of more barrios, I can not see how this provision of the law can be complied with, even allowing that section 10 of said Act No. 74 may be extended to such barrios and their schools." [Aug. 19, 1908.]

Members of local school boards not eligible to elective offices.

SEC. 132. The Director of Education asks for an opinion as to whether members of the local school boards are eligible to other public offices.

Opinion: "The eighth paragraph of Section 29 of the Election Law, as amended, provides that 'no person holding any appointive or elective public office or employment * * * shall be eligible to hold any elective public office or employment to be filled at a general or special election.'

"Section 10 of Act 74 provides for municipal school boards consisting of either four or six members, one-half of whom 'shall be elected by the municipal council and the remaining half shall be appointed by the division superintendent, * * *.'

"While laws hitherto in force (see Section 15 of Act 82 and Section 2 of Act 148) go no further than to forbid compensation for more than one office, the terms of the election law are so broad as to incapacitate a person holding any office, though merely honorary, from election to another office. There is no avoiding the conclusion that it includes members of the school boards." [Oct. 11, 1907.]

SEC. 133. The Acting Director of Education requests an opinion as to whether under section 9 of Act 74, as amended, the division superintendent of schools is authorized to approve and disapprove a lease contract executed or to be executed between a municipality and the owner of a house, which is to be occupied for school purposes, and whether or not the lease contract executed on such house without the approval of said division superintendent is valid. [Apr. 30, 1907.]

Division superintendent approves lease contract for building to be occupied for school purposes.

Opinion (after discussion and quotations): "In conclusion, I am of the opinion for the reasons given and upon the authorities herein cited, that providing a building is an essential incident in the establishment of a school and clearly contemplated in the provision of the law herein cited requiring the municipal council to establish primary schools, and that while it is not necessary for the division superintendent to unite in the execution of a contract leasing a building for school purposes, his prior or subsequent approval thereof is necessary, to give effect to such a contract and make it binding upon the municipality." [May 16, 1907.]

SEC. 134. The Director of Education requests information as to whether or not persons paid from the municipal funds other than in the city of Manila may be considered civil employees, within the meaning of Act No. 247, of the Commission (which provides for the establishment of the Philippine Civil Hospital).

Persons paid from municipal funds admitted to Philippine Civil Hospital.

Opinion (after discussion and quotations): "I am of the opinion that such employees are entitled to admission to the Civil Hospital and treatment therein, but that their right thereto is subordinate to the preference which is given officers and employees of the Insular and provincial governments, and of the city of Manila." [Jan. 22, 1908.]

SEC. 135. "Mr. Quenca is the owner of a parcel of land, situated in the barrio of Talaba, of the municipality of Bacoor, Province of Cavite. He desires to make a gift of said land to the municipality named above, to be used exclusively for school purposes, subject to the condition that the title to said land shall revert to the donor from the moment it ceases to be used for such purposes." The division superintendent inquires as to the validity of the proposed contract. [Dec. 2, 1908.]

Gift of land for school purposes.

Conditions of gift.

Opinion: "The question asked is whether or not such a gift will be sufficient to pass the title to the land in question to the municipality of Bacoor. In reply thereto, I must say that, supposing Mr. Quenca to be the true

owner of said land, the gift that he may make thereof to the municipality will be valid and sufficient to transfer his right of ownership to said municipality, although subject to the condition stated in the contract. This being a condition subsequent, it does not prevent the title to the land from immediately passing to the donee, although said title shall become void upon the happening of the condition mentioned in the contract; and this fact should be stated in registering the land in question in the Court of Land Registration in the name of the municipality." [Dec. 14, 1908.]

Municipal
school, prop-
erty of Insular
Government.

SEC. 136. The division superintendent of schools for Laguna requests information as to whether municipal school sites are the property of the Insular Government.

Opinion (after quoting from a decision of the Supreme Court): "From this decision, it appears very clearly that the municipalities can not be entitled to any part of the public domain for use as communal lands, unless it has been granted to them by the Government, and even in this case the ultimate title remains in the sovereign. In view of this legal doctrine laid down by the Supreme Court of the Philippine Islands, I am of the opinion that, if the municipality does not possess the legal title deed of a piece of land, it must ask the Insular Government for its transfer or sale in order to obtain the possession and ownership thereof." [Dec. 15, 1908.]

Pensionado.

SEC. 137. The Director of Education requests information as to whether a student appointed to a scholarship under the provisions of Act 1857 may continue, after the expiration of his scholarship, to study for a time on personal expense and then render teaching service for a period of time equal to that employed in study under appointment. [May 12, 1909.]

Expiration
of scholarship.

Opinion: "Section 2 of Act No. 1857 provides that the male and female teachers in the municipalities, selected to receive superior instruction in Manila, should sign a contract by which they shall bind themselves to serve, upon the completion of the special and proper course or courses of study, as municipal or Insular teachers in any of the municipalities of the province of their origin. This positive and clear provision of the law must be interpreted in the sense that every male or female teacher, who has finished the special course of superior instruction mentioned in Act No. 1857, should, by virtue of the contract signed by him or by her, be appointed and assigned as a municipal or Insular teacher in a municipality of the province of his or her origin." [May 18, 1909.]

Rendering
of service ac-
cording to
contract.

SEC. 138. The acting division superintendent of Antiquities requests information as to whether it is not one of the duties of provincial fiscals to administer oaths to government officials free of charge. [May 25, 1909.]

Provincial fiscals may be required to administer oaths to government officials free of charge.

Opinion: "Respectfully returned to the Acting Director of the Bureau of Education, inviting attention to the provisions of Act 1407, section 36, in addition to the provisions of section of the Compilation 2274, which is section 11 of Act 496, as amended by Act 1699, section 5, and also to Act 742 which empowers and directs officials authorized by law to administer oaths for general purposes, to administer oaths and execute certificates required by officers and employees of the Government in the performance of their official duties without charge for so doing and without cost to the officer or employee of whom such oath or certificate is required. Provincial fiscals, under said Act 742, by virtue of the fact that they are appointed by the Governor-General with the approval of the Commission or by virtue of the fact that under Act 1699 they are ex officio registers of deeds, who are authorized to administer oaths, may be required to administer oaths to government employees free of charge in connection with their reimbursement vouchers for expenditures incurred on official business." [June 15, 1909.]

SEC. 139. "Has the division superintendent, under the provisions of section 13 of Act No. 74, the power to establish a joint school near the boundary line of two municipalities and require each municipality to assist in the support of the school?"

Joint schools established by division superintendent.

Opinion (after quotation section 13 of Act No. 74): "It is only in exceptional cases, where the topography of the country or the difficulty of communication between parts of the same town requires it, that the division superintendent is authorized to consolidate school districts of different towns. The general rule is that each town shall constitute at least one school district and that rule shall not be broken except in the cases mentioned in said law. If a portion of a town is separated from the balance of the town by a deep and rapid river, which at certain seasons of the year it is difficult to cross, the division superintendent would be justified in detaching such portion of the town and attaching it to an adjacent town for school purposes. In the case submitted two towns of 6 kilometers apart and joined by a good road so that there would be nothing in the topography of the country or the difficulty of com-

munication which would warrant the superintendent in making such consolidation of school districts.

"I am, therefore, of the opinion that the division superintendent has not the right, under the law, to consolidate the districts in question." [Sept. 6, 1909.]

Power of division superintendent to suspend or fine municipal teacher.

SEC. 140. The Director of Education requests advice as to whether it is within the power of the division superintendent of schools to suspend from duty or to fine a municipal teacher, without reference to any other authority. [July 29, 1909.]

Opinion (after discussion and quotation of former opinion): "The Director of Civil Service, in the second indorsement, states that under section 9 of Act 74 as amended (see Act No. 477), division superintendents outside of Manila appoint municipal teachers under rules prescribed by the Director of Education, and under said authority also remove municipal teachers without restriction, and that in Manila appointments and removal of municipal teachers are subject to the restrictions of the Civil Service Act (Act No. 1698). The authority to make the appointments must necessarily carry with it the authority to remove the incumbent, but in the city of Manila the authority to remove the appointee from his position is circumscribed by the provisions of the Revised Civil Service Acts. If the rules prescribed by the Director of Education authorize division superintendents to appoint municipal teachers outside the city of Manila without the intervention of that office, in the opinion of the undersigned, it is competent for the Director of Education to authorize the division superintendent to remove the appointee without the intervention of the Director, and an official authorized to appoint and remove must be held, in the absence of legal enactment or lawful authority to the contrary, to have the power to suspend from duty, but I can find no authority of law for holding that a division superintendent may suspend from duty a municipal teacher outside the city of Manila in such a manner as to deprive said teacher of pay while said teacher is, although under suspension, still constructively at least in the employment of the Government under contract, unless the suspension leads to final separation from the service, nor can I find any authority under which the division superintendent may lawfully impose a fine upon a municipal teacher outside of Manila, as section 16 of Act No. 1698 is not applicable to municipal teachers outside of Manila." [Aug. 28, 1909.]

SEC. 141. The Director of Education requests an opinion as to the legality of taking water from a road ditch for use on the school farm at Batac. [Oct. 6, 1909.]

Taking water from road ditch for use of school farm.

Opinion: "Section 16 of Act No. 1511 makes it unlawful for any person to interfere with any highway or to use any public ditch for irrigation or for other private purposes. It depends upon whether the use made of the water taken from the road ditch is in fact detrimental to said road and not merely a drain.

"The evident intent of said Act is that a road ditch shall not be used as an irrigation canal to transmit water to an adjacent tract of land in such a way as to injure the road. The accumulation of a quantity of water in a road ditch necessarily softens and weakens the material of the road, and thereby is a menace and damage to the road. If, however, the tapping of the ditch would act simply as a drain thereto and draw water off from the road ditch to the joining lands, it would be a benefit and not an injury to the road. I am, therefore, of the opinion that the tapping of a road ditch and the draining of the service water therefrom to the adjacent lands is not a use of the road ditch for irrigation purposes, unless the water in said ditch is augmented by some process dam or dike. The tapping of the road ditch in the within case, so far as indicated by the papers herein, would be a benefit rather than an injury to the road, and permission therefore should be granted upon the certificate of the district engineer that said tapping of the road ditch will nowise injure the road bed." [Oct. 9, 1909.]

Permitted.

Certificate of district engineer.

SEC. 142. The division superintendent of schools for Batangas suggests the following plan for expediting the registration of school sites and requests a decision as to its legality.

Expediting registration of school sites.

"The municipality will enter into a contract wherein it agrees to pay the price agreed upon to the owner of the land to secure its registry, paying the necessary fees from municipal funds appropriated for this purpose.

"By this procedure no risk is incurred by the municipality in purchasing unregistered land, as payment is made conditional upon registry.

"The risk incurred in expending money for the survey and registry of land purchased under this arrangement need be no greater than that incurred by the municipality in registering any land held by it of continuous possession and occupancy." [Aug. 8, 1908.]

Opinion: "Such a transaction would constitute a valid

and legal contract or purchase and sale with a condition precedent. (Articles 1445 and 1450 of the Civil Code.)

"As every contract depends upon the clauses that the contracting parties may have established (article 1255, Civil Code), whenever the same do not depend upon impossible conditions, or conditions contrary to morality or forbidden by law (article 116, Civil Code), I am of the opinion that the general terms of the proposed agreement are in accordance with law." [Aug. 24, 1908.]

Railway passes through school ground.

SEC. 143. The division superintendent of schools for Cebu, with reference to the railway passing through the ground on which a school building was located, makes the following inquiries: "Who has a right to say how much the building is worth? Who may receive the money if it is settled without court? Who knows what it cost to build?" [July 15, 1907.]

Money received reverts to school fund of municipality.

Opinion: "The school building in question is municipal property devoted exclusively to school purposes and cannot be appropriated to the use of the general municipal government by any act of the municipal council. It occupies the same relation to the other property of the municipality, that the school fund occupies to the general funds of the municipality.

Appraisal.

"In the event that it becomes necessary for the railroad company to expropriate this property the proceeds thereof should be turned in to the municipal school fund. The municipal council is the proper custodian of the property of the municipality, and municipal property is subject to alienation by the municipal council with the consent of the provincial governor. The municipal council, with the approval of the provincial government, would have the authority to compromise with the railroad company as to the value of the property expropriated." [Aug. 14, 1907.]

Attendance compulsory.

SEC. 144. The Acting Civil Governor requests the opinion of the Attorney-General as to the right of municipal council to make an ordinance for the compulsory attendance of all children of age in some school, either the public or private schools. [Aug. 6, 1902.]

Power to compel attendance not granted to municipalities.

Opinion: "It does not seem clear that the power to compel attendance is necessary to carry administration into effect. Municipal corporations can only exercise powers which are expressly granted, or which are necessarily implied to the powers expressly granted. * * * Compulsory attendance has for its object not the maintenance of the schools, but the general welfare of the community. * * *

"Our opinion is that the municipalities of the Philippines have not the power to compel attendance, under a power to 'establish and maintain;' and that it is not such exercise of police power as can be inferentially granted by a general authority, but must be expressly delegated by or necessarily implied from a specific act. Finally, the Legislature not having itself exercised the power, it cannot be deemed to have delegated it, and the action of the municipality would be *ultra vires*, because contrary to public policy." [Aug. 15, 1902.]

SEC. 145. The Division Superintendent of Cagayan inquires if municipalities can legally purchase school desks direct from makers. [Oct. 22, 1904.]

Purchase of school desks direct from makers.

Opinion: "* * * It is therefore my opinion that the municipal council has authority to purchase municipal school supplies, furniture, etc., direct, without the intervention of the Insular Purchasing Agent and the provincial supervisor." [Jan. 5, 1905.]

SEC. 146. The division superintendent of Ilocos Norte requests a statement with complete references as to the jurisdiction of a teacher over pupils in public schools. [Sept. 15, 1904.]

Jurisdiction of teacher over pupils in public schools

"Respectfully returned to the Acting General Superintendent of Public Instruction.

"An examination of the Spanish law and the Acts of the Commission discloses the fact that there are no laws now in force in the Philippine Islands relating to the question of corporal punishment of school children by teachers. Subsection (k) of section 1 of Act No. 477 is as follows: 'He [the General Superintendent of Education] shall prepare and promulgate rules * * * for the guidance of the teachers and not inconsistent with its provision of the law; the General Superintendent of Education has issued a circular prohibiting corporal punishment altogether.' This eliminates the question of what constitutes reasonable corporal punishment. Any corporal punishment would violate the above instructions issued in pursuance of the law.

Corporal punishment.

General circular, prohibiting.

"The president of a municipality has no power under the law to fine or punish teachers for inflicting corporal punishment. Any complaint of this character must, according to the provision of the Spanish Code now in force in these Islands, be brought before the justice of the peace." [Oct. 11, 1905.]

Municipal president, no power to punish or fine teachers.

Third indorsement. Bureau of Education.

"Respectfully returned to the Attorney-General for the Philippine Islands, requesting more specific information

regarding the last point contained in the preceding indorsement.

"It would be inferred from the last sentence therein that the justice of the peace has jurisdiction over infringements of the order contained in the circular letter from the General Superintendent regarding corporal punishment. It appears to the undersigned that this is simply disobedience of a departmental order and not within the jurisdiction of the courts. For example, no penalties are prescribed for the infringement of this order and if the defendant in such cases were found guilty by the justice of the peace, he would have no authority to prescribe such penalties, no provision being made, either in the law or in the order covering the same. I take it that justices of the peace are not clothed with discretion to find penalties for the punishment of an infringement of the law, and in this case the want of ability to administer a remedy would practically amount to no jurisdiction.

"This appears to the undersigned to be merely a matter of discipline within the powers of the Chief of the Bureau issuing the order." [*General Superintendent.*] [Oct. 13, 1904.]

Fourth indorsement.

Jurisdiction
of justices of
the peace.

"Respectfully returned to the General Superintendent of Education, with the information that the last paragraph of the second indorsement hereon has reference only to infractions of the provisions of the Penal Code and not to infringement of the circular of the General Superintendent of Education. While there is no special provision of law at present in force in the Philippine Islands punishing public school teachers for the infliction of corporal punishment on children, the Penal Code, especially articles 417 et seq. provides penalties and liabilities for the infliction of physical injuries varying in degree with the gravity of the offense. In all probability the teachers who according to the first indorsement have been already cited before the justice of the peace have been tried under one or the other of the provisions indicated above. While therefore the violation of the circular order of the General Superintendent is purely an infringement of departmental rules, it might also amount to violation of the provisions of the Penal Code aforementioned, in which case the justice of the peace would have jurisdiction." [Oct. 14, 1904.]

Creditor ob-
tains judg-
ment against
contractor.

SEC. 147. The Director of Education asks for an opinion as to whether a creditor who obtained judgment against the contractor for the construction of a public

building, for the purchase price of materials used in said building, can collect the amount of the judgment from the Bureau, the payment being charged by the Bureau against the contractor; if there is a possible lien upon the building, or a liability against the Bureau therefor. [Feb. 12, 1906.]

Opinion (after reviewing case and citing decisions): "I am therefore of the opinion that an unpaid balance due from the Government upon a contract for the erection of the public building is not subject to attachment or sale upon execution for the debts of said contractor, and that there is no lien on the public building so erected or any liability on the part of the Government or the Bureau therefore." [Feb. 27, 1906.]

Government
not liable.

SEC. 148. The principal of the provincial high school, Tuguegarao, asks for information as to whether a municipality, upon consolidation with another municipality, loses its power under section 1, of Act 446 to appropriate from municipal funds for the support of two students in the provincial high school. The General Superintendent of Education refers the question to the Attorney-General. [June 1, 1903.]

Consolidation of municipalities.

Opinion: "Only those municipalities where there is no American school teacher or secondary school of public instruction, are empowered to make the expenditures authorized by the section cited supra (section 1, of Act 446, amending section 40 of the Municipal Code), and only two persons are allowed for every such municipality. Where, therefore, a municipality without an American school-teacher or secondary school is merged, in accordance with the general plan of consolidation, with a municipality where there is an American school-teacher or a secondary school, the former municipality must lose its right to make the expenditures authorized by said section as soon as by consolidation its corporate existence terminates under the Municipal Code, in the absence of an express provision to the contrary in the act providing for the consolidation." [July 3, 1903.]

Municipality loses power to support students in provincial high school.

Conditions.

SEC. 149. The division superintendent of schools for Albay asks if where one American teacher supervises two municipalities the Attorney-General's opinion of July 3, 1903, prevents both towns sending pensionados. [July 30, 1904.]

One American teacher supervises two or more towns.

Opinion: "Respectfully returned to the General Superintendent of Education. Act 446, in providing that those municipalities where no American school teacher is as-

Each town is entitled to support two students in provincial high school.

signed or in which no public school of secondary instruction is maintained, intended to allow such municipalities the privilege of sending advanced pupils to towns where secondary schools are established. The assignment of an American teacher as the supervisor of several municipalities is not such an assignment as is contemplated by Act 446, because the teacher would not be able to furnish the necessary advanced instruction. Therefore, where an American teacher is supervising teacher of several municipalities, these municipalities are entitled to the privileges of Act 446, provided there is no American teacher assigned to the municipality or no secondary school maintained there." [Aug. 11, 1904.]

Native teachers.

Employed as teachers of English.

SEC. 150. The General Superintendent of Public Instruction asks opinion as to whether natives now employed as teachers of English, owing to lack of American teachers, are to be included under Act No. 854, providing for the support of students of public schools. [Mar. 2, 1904.]

Opinion: "A fair construction of Act No. 854 does not exclude from the benefits of said Act one who, being student of a public school and having all the other requirements of the Act, has been given an appointment as teacher owing to lack of teachers able to use English." [Mar. 3, 1904.]

Accounts not approved by division superintendent.

SEC. 151 "Should the provincial treasurer approve the school accounts that have not been approved by the division superintendent?" [Jan. 23, 1902.]

Opinion: "Section 39, subsection (ff) as amended by section 1, subdivision (e) of Act 132, provides that: 'The municipal council shall establish and maintain primary schools, subject to the approval and supervision of the division superintendent.' This section cited in afore-said opinion, answers the above question in full." [Jan. 29, 1902.]

Securing land for schools by quit-claims.

SEC. 152. The General Superintendent of Education states that the provincial board of Samar is willing to provide for a large tract of land for permanent site for a high school, but title to said land does not appear to be legally invested in anybody. Can the occupants of the land be bought off and a quitclaim secured from them and all other claimants, or should title be obtained from the courts? [Jan. 29, 1905.]

Or condemnation proceedings.

Opinion: "Respectfully returned to the General Superintendent of Education. In view of the fact that it is not known by what title the occupants hold the land in question and bearing in mind the decision of the Supreme Court, holding that occupancy of inalienable lands for

whatever length of time can not prejudice the rights of the Government, it would be preferable to obtain title to the land desired through condemnation proceedings and a decree of court." [Feb. 7, 1905.]

SEC. 153. The division superintendent for Cagayan expresses doubt as to the power of a municipal council to make purchases of school supplies direct from the maker outside of their own localities. The General Superintendent of Education refers the question to the Attorney-General, for an opinion.

Power of municipal council to purchase supplies direct from maker.

Opinion (after discussion): "There is no provision in the law making it mandatory upon the municipal council to purchase supplies, furniture, etc. from the Insular Purchasing Agent, through the provincial supervisor. On the contrary, the Insular Purchasing Agent is only authorized to furnish supplies at the request of a municipality when directed to do so by the Civil Governor.

Insular Purchasing Agent.

"The separate school fund provided for by section 43 (b) of the Municipal Code is disbursed by the municipal council the same as the general funds of the municipality, although the right to approve and supervise the expenditure of such school fund is vested in the division superintendent. Therefore, subject to such approval and supervision, there are no further limitations imposed by law on the purchase by the municipal council of furniture, supplies, etc., for the municipal schools than is imposed upon said council in the purchase of furniture, supplies, etc., for the municipal government.

"It is therefore my opinion that the municipal council has authority to purchase the municipal school supplies, furniture, etc., direct, without the intervention of the Insular Purchasing Agent and the provincial supervisor." [Jan. 5, 1905.]

SEC. 154. The Assistant Director of Education inquires as to whether salaries of native teachers, in excess of the annual estimate for school funds and of any expenditures for schools subsequently authorized, constitute a valid municipal indebtedness.

Municipal expenditures in excess of annual estimate.

Opinion: "In the United States it is an established principle of public law that expenses incurred by a municipal corporation in excess of appropriations are illegal. By section 47 of the Municipal Code, this principle has been incorporated into the Insular law by imposing upon the municipal council the duty, at the beginning of each year, of making an estimate, subject to the approval of the provincial treasurer, of all expenses to be incurred during the current year, and by providing that expenses not included in this annual estimate cannot

Approval of provincial treasurer.

be incurred or paid unless previously authorized by the provincial treasurer, at the request of the municipal council.

"The rule thus prescribed is not technical, but is simple to comprehend, easy to apply, and essential to restrain those who are likely to be called upon to administer the affairs of municipal corporations from involving such corporations in indebtedness beyond their capacity to pay.

"While the rule invalidates all claims not covered by duly authorized estimates, it does not prevent municipalities from incurring indebtedness so long as such indebtedness is for expenses falling within the annual estimate and the subsequent amounts duly authorized by the provincial treasurer.

Conditions
of valid in-
debtedness.

"The facts set forth in the accompanying papers fail to disclose whether the salaries of the native teachers were not paid because they exceed the authorized amount of the school fund, or because the fund actually realized fell short of the estimate. If the failure to pay on the part of the municipality was due to its failure to realize the amount of its estimate for the year 1902, then the salaries in question, to the amount of the authorized estimate for 1902, constitute a valid indebtedness.

Legal rights
of teachers.

"Should the facts show that these teachers have no legal claim against the municipality for the meager compensation they were led to believe they would receive at the time their services were rendered, they may perhaps have legal rights, as they certainly have moral rights, against the parties who contracted for and accepted their services and whose particular duty it was to know whether the estimates were sufficient to cover the debts they thus assumed to contract." [Feb. 17, 1906.]

Bond to
cover total ex-
penditure of
erection of
school build-
ing.

Land not
registered.

SEC. 155. The Acting Director of Education requests a decision as to whether or not a municipality or province may give a bond to cover the total expenditure of public funds incident to the erection of a school building on a site that is not registered, such bond being in favor of that branch of the Government from which the municipality or province, as the case may be, received all or part of official funds available for the project. [Sept. 7, 1907.]

Executive
Orders, No. 2,
series 1906, and
No. 16, series
1907.

Opinion (after quoting section 64 of Act 1402): "Executive Order No. 2, series 1906, provides that whenever real property, the cost of which exceeds ₨250, is purchased by a provincial government, the title to the same shall be first perfected in the Court of Land Registration in accordance with Act 496 before payment therefor is

made. This executive order was subsequently amended by Executive Order No. 16, series 1907, providing, among other things, that the provisions of Executive Order No. 2, series 1906, shall not apply to sites purchased for school buildings by provincial or municipal governments when the Governor-General shall be satisfied as to the title conveyed by the deed, or when a proper indemnifying bond, to be approved by the Governor-General, given by persons selling the site, shall accompany said deed.

"The whole purpose of the aforesaid section of Act 1402 and the provisions of the executive orders herein mentioned was to prevent municipalities and provinces from incurring indebtedness or running the risk of loss by purchasing property from persons whose title are doubtful, and if they were permitted to give bond as suggested in the communication from the Acting Director of Education, this purpose and intent of the law and the aforesaid executive orders would be defeated; and, in addition, the municipality or province, as the case might be, would be exposed to the risk of having to pay the amount of the bond to the branch of the government from which it receives the funds available to erect the building, and the total loss of the funds invested in the event that the title to the site proved defective. Aside from these objections, however, there is no law authorizing expressly or by implication, municipalities or provincial governments to execute bonds under the circumstances stated and as they have only such powers as are expressly delegated to them or such as are necessarily implied as an incident of their powers expressly given, they are without power to give bonds for the total expenditure of public funds incident to the erection of school buildings on sites the titles to which have not been registered." [Sept. 17, 1907.]

Purpose of Act 1402, and executive orders.

SEC. 156. The Director of Education asks what the law in the Philippine Islands is that in case the Government should build a school house upon land which should turn out to be the property of a private person, said person would have a claim only for the value of the land and would not become the owner of the building. The Secretary of Public Instruction refers the question to the Attorney-General for a decision, also requesting an opinion as to whether a small bond as, for instance, ₱500, would be a sufficient guarantee to the Government against all adverse titles in the case of barrio school sites.

Schoolhouses constructed on land of private person.

Bond guarantee of title.

"Under the provision of the Civil Code in force in these Islands, whenever the Government buys a land, upon which a building is to be constructed, and if said land should turn out to be the property of a third person, said person shall have the right to appropriate as his own the building, after paying the proper indemnity, or to oblige the Government to pay him the value of the land.

"Referring to the question as to whether a bond of ₱500 is sufficient guarantee to the Government against all adverse titles when the value of the land is generally less than ₱500, and the building proposed to build on it costing from ₱1,200 to ₱4,000, I am of the opinion that such a bond is sufficient.

Indemnify-
ing bond.

"The Executive Order No. 16, series of 1907, provides that it is not necessary to desist from or delay the diligent prosecution of proceedings in the Court of Land Registration for the acquisition of an official certificate of title regarding to sites purchased, for school purposes, by provincial or municipal governments, when the Governor-General shall be satisfied as to the title conveyed by the deed, or when a proper indemnifying bond, to be approved by the Governor-General given by the persons selling the site, shall accompany the deed.

"This order requires a *sufficient indemnifying bond* and as such it should embrace not only the indemnification of the value of the site but also that of the building or buildings constructed upon it and other loss or damages that might be caused to the Government by the failure of registering the title in the Court of Land Registration." [Dec. 30, 1908.]

Fourth indorsement. "Respectfully returned to the Attorney-General. The parcels of land in question are very small and their value is slight, varying from ₱30 to ₱150 only. The people of the barrios in which these lands are situated are poor and it is not believed practicable to endeavor to secure in each case a bond for as much as ₱3,000 or ₱4,000. On the other hand, these lands have been deeded by the parties actually in possession and who are the recognized owners in every case.

Adverse
claimants.

If, in the process of securing title to these lands, adverse claimants should present themselves and should be able to show a property interest in these lands, could not the municipality in every case of this kind quiet such claims by paying for satisfactory quitclaim deeds, and would not the passage of a resolution by each municipal

Quitclaim
deeds.

council in question agreeing to be responsible for the quieting of any adverse claimants, as called for by the Civil Code and expressed in the second indorsement hereon, and guaranteeing to appropriate the requisite sums of money, be sufficient protection. Otherwise nothing can be done with the construction of these barrio schools for the present and an unknown delay will have to ensue before the projects can be realized." [Jan. 18, 1909.]

From fifth indorsement. "If I understand correctly the part of your letter set forth above, you suggest that the municipalities should be made sureties to answer those persons that may appear to be the owners of the lands involved in this case.

"In the first place, this would not be in harmony with Executive Order No. 16, series of 1907, which requires the person selling the site to furnish the indemnifying bond; and in the second place, there is no provision in the Municipal Code, which authorizes any municipality to act as surety for any person or association.

Executive
Order, No. 16.

"In view of the reasons stated above, I am of the opinion that the proposition presented by you is neither legal nor admissible. However, to meet the difficulty mentioned in your indorsement, on account of the fact that the people of the barrios in which the lands under consideration are situated are too poor to act as sureties for sums that are rather large, other people living in the same municipality or province or in any other part of the Philippines may be accepted as sureties, inasmuch as the law does not prescribe any limitations regarding this matter." [Attorney-General.] [Jan. 26, 1909.]

SEC. 157. The acting division superintendent of schools for Bataan requests a legal opinion as to whether it is possible and practicable to invoke the provisions of Section 2394 of the Compilation of the Acts of the Philippine Commission. [Feb. 27, 1909.]

Lands of un-
certain title.

"Respectfully returned to the Director of Education.

"Section 3 of Act No. 648 (sec. 2394 of the Compilation) provides a method by which lands of *uncertain* title may be brought under the operation of the Land Registration Act. The title to the lands in question appears, from the within letter, to be a matter of record, and it must be presumed that the municipality of Dinalupijan occupies said lands, or a portion thereof, by virtue of a lease or permission from the Hacienda de la Sagrada Mitra. Therefore, the provisions of said section 2494

of the Compilation would appear to be inapplicable."
[Mar. 29, 1909.]

Land in possession of province or municipality for many years constitutes valid title to same.

SEC. 158. The assistant superintendent of schools of the Moro Province invites attention to the disastrous consequences that would result from the enforcement of the Auditor's Circular No. 67 relating to the Executive Order No. 16, 1907, with respect to schoolhouse construction in that province.

Fifth indorsement. "This office has heretofore held in similar cases that when improvements are intended to be made upon a school site which has long been in the possession of a province or municipality, and to which the province or municipality is believed to have title, such site falls within the first condition contained in Executive Order No. 16, 1907; namely, that prior registration need not have been perfected when the Governor-General shall be satisfied as to the title. This ruling is based upon the fact that the province and municipality must at some time have acquired title to it, and Executive Order No. 16 is not restricted to recent purchases or acquisitions.

"The conditions recited by the Assistant Superintendent of Schools of Moro may therefore easily be remedied by forwarding for the approval of the Governor-General the necessary evidence of title together with a proper certificate of the provincial attorney with regard to the same. [Auditor.] [July 15, 1907.]

"The fact that the lot in question has been in the undisputed possession of the municipality of Zamboanga for a period covering from twenty to thirty years as appears by the affidavits herewith enclosed, and from the information of the provincial fiscal of Moro Province, constitute a sufficient title for said municipality to have acquired ownership of the house and lot referred in the preceding indorsements." [Attorney-General.] [Oct. 30, 1907.]

Act 1801 ("Gabalton Act") does not apply to non-Christian provinces.

SEC. 159. The division superintendent of schools for Nueva Vizcaya requests information as to whether Act 1801 applies to non-Christian provinces or solely to Christian provinces. [Apr. 16, 1909.]

Opinion (after discussion): "Therefore I am of the opinion that Act No. 1801 can be applied only to the barrios of the municipalities organized pursuant to the provisions of the Municipal Code and consequently it is not applicable to the barrios of the townships of non-Christian tribes." [May 11, 1909.]

SEC. 160. The supervising teacher of Bantayan, Cebu, asks for information on the following points: Corporal punishments.

"1. What constitutes corporal punishment in the Philippines?

"2. Is standing a disobedient pupil on the floor and having him hold out his hands horizontally from his sides considered corporal punishment to be prohibited?

"3. Is the old Spanish law of the year 1889 in effect in our American schools of the Philippines?

"4. If a teacher does not have the right to punish a child for continued, wilful disobedience, then by what lawful way can he be corrected and yet kept in school?" [Sept. 3, 1908.]

The Director of Education submits these questions to the Attorney-General requesting reply to same. [Sept. 15, 1908.]

Opinion: The Attorney-General in reply states in effect that only the third question of the supervising teacher involves a legal proposition on which he is authorized by law and precedent to render an opinion.

He quotes at length Spanish law and decisions and American law to show that parents, or those in *loco parentis* to the child, are authorized by law to exercise moderate corporal punishment, stating that there can be no question that a teacher in the public schools stands in such relation to the child. His conclusion is as follows:

"Therefore, in accordance with paragraph 1, section 588 of the *Penal Code*, and the above quotations, injuries resulting from a corporal punishment inflicted by the parent upon his son which do not prevent him from working from one to seven days nor render medical attendance necessary for a similar period, are not considered a penalized misdemeanor, whenever chastisement has been moderately inflicted; and, accordingly, I am of the opinion that public school teachers in the Philippines are not criminally liable for such misdemeanor when, acting in *loco parentis*, they reasonably and moderately inflict corporal punishment upon their pupils, so long as the injury caused does not prevent the injured person from devoting himself to his customary labors for one to seven days, nor requires medical attendance for a similar period." [Oct. 20, 1908.] Injuries received.

SEC. 161. The General Superintendent of Education asks for an opinion as to whether modification by law of the boundary between two provinces will also change Change of boundaries between provinces.

school divisions, mentioning recent changes in Zambales and Pangasinan Provinces. [Jan. 8, 1904.]

Changes also
school divi-
sions.

Opinion: "Respectfully returned to the General Superintendent of Education for the Philippine Islands, with the opinion that Act No. 1004 of the Philippine Commission which annexed the municipalities of Alaminos, Bolinao, San Isidro and Infanta, constituting the northern part of the Province of Zambales, to the Province of Pangasinan, also annexed the said municipalities to the school division of Pangasinan." [Jan. 13, 1904.]

Saturday
half holiday
not transfer-
able.

SEC. 162. Decision: "Under existing law the Saturday half holiday can not be transferred to some other day in the week. Where exigencies of the services require that an office be kept open on Saturday afternoon employees must be detailed for duty on Saturday afternoon without extra compensation either in money or in the privilege of a half holiday on some other day in the week." [Mar. 12, 1906.]

Provincial
school site.

SEC. 163. The Director of Education desires an opinion as to whether a municipal council is empowered by law to dedicate to a province a piece of land belonging to the municipality, to be used as a building site for a provincial school.

Municipal
council can
not dedicate
land for.

Opinion: (after lengthy discussion): "The solution of the question involves the interpretation of paragraph (c) of section 40 of Act No. 82, known as the Municipal Code, which provides that the municipal council is empowered to purchase, receive, hold, sell, lease, convey and dispose of property, real and personal for the benefit of the municipality.

"I hold, therefore, that the council of a municipality in the Philippine Islands is not clothed with authority to dedicate to a province municipal lands to be used as a building site for a provincial school." [Apr. 11, 1906.]

Chapter XII.

DECISIONS OF INSULAR AUDITOR.

Province of
Cagayan pays
Province of
Laguna rent
for office and
storeroom.

SEC. 164. The division superintendent of schools for Laguna forwards an account against the Province of Cagayan for the rent of office and storeroom of the division superintendent from November 1, 1902 to February 28, 1903, and requests a decision as to whether the province should pay same. [Apr. 26, 1906.]

"Respectfully returned to the Assistant Executive Secretary, advising him that the within claim for ₱60 for rent of the office of the division superintendent of schools,

November 1, 1902 to February 28, 1903, seems a proper charge against the Province of Cagayan.

"From the within papers it appears that the provincial board did not provide the proper offices for the division superintendent, that they tacitly consented to his continuing the arrangement which he previously had made, and that the amount of rent to be paid under such arrangement was not questioned at the time. In view of the failure of the provincial board to take the proper action, Mr. Rodwell has good ground for his claim for reimbursement. The amount of his claim is reasonable, and no adequate reason appears for questioning its payment." [May 22, 1906.]

SEC. 165. The division superintendent of schools for Tarlac incloses a letter of the district auditor regarding traveling expenses of municipal teachers, and requests information as to whether such expenditures may be made from municipal funds. [July 28, 1906.]

Traveling expenses of municipal teachers.

"Respectfully returned to the Director of Education, advising him that the Municipal Code makes no provision for general payments of traveling expenses to municipal officials and employees and such expenses could, therefore, only be allowed as incidental expenses for the accomplishment of some definite authorized purpose.

Conditions.

"This would require that the claim for such reimbursement must show that the travel was necessary for the accomplishment of a duly authorized purpose for which proper provision has been made upon the municipal estimate, as well as that the expenses were actually and necessarily incurred for the performance of such travel.

"Where this is done and proper reimbursement vouchers are submitted, with the statement of facts certified to by the division superintendent of schools, payment of such expenses to a municipal supervising teacher would be allowed in the audit of municipal accounts." [Aug. 20, 1906.]

SEC. 166. The division superintendent for Camarines reports that there is no school building in town of sufficient size to accommodate those in attendance at the normal institute, and asks if the Auditor will approve payment of rental for a large private house for such use. [Oct. 26, 1906.]

Normal institute used private building.

"Respectfully returned to the Acting Director of Education. The Provincial Code, section 13 (n), provides that the provincial board, if it deems it expedient, may rent a building to be used for normal school instruc-

Rent should be paid from provincial funds.

tion. In view of that provision, this office will not question payment of the rent of the building referred to out of the provincial funds on the ground of want of authority in the provincial board, should that body choose to make the payment." [Nov. 9, 1906.]

Property accountability of municipal teacher.

SEC. 167. The division superintendent for Cebu asks if the salary of a municipal teacher can be held up for property accountability. [Feb. 20, 1907.]

"Respectfully returned to the Director of Education, with the information that in the opinion of this office a municipal teacher can be held accountable for property entrusted to him on memorandum receipts, the same as an Insular or provincial employee, and the suggestion is made that this communication be referred, through the division superintendent of schools, to the provincial treasurer of Cebu, who will make the necessary suspension until the missing property referred to is either returned or paid for." [Mar. 6, 1907.]

Teachers employed under Act 1866.

SEC. 168. The division superintendent for Rizal requests information as to whether or not teachers employed under the provisions of Act No. 1866 may be paid more than ₱20 a month, any amount in excess of ₱20 a month to be paid from regular municipal school funds. [Oct. 26, 1908.]

"Respectfully returned to the Attorney-General. It is held that a barrio teacher who receives a salary of ₱20 per month under the provisions of Act No. 1866 may have his salary augmented, the part in excess of ₱20 per month to be paid from municipal school funds. The ability of a municipality to thus augment the salary might be presumptive of its capacity to maintain its teachers without Insular aid, but that is a matter which the Auditor, if he considered the circumstances justified it, would simply bring to the attention of the Secretary of Public Instruction for his administrative decision, under section 9 of the Act herein referred to." [Nov. 5, 1908.]

Increase of salary.

Province should provide telephone for office of division superintendent.

SEC. 169. The division superintendent for Iloilo requests a decision as to whether a telephone in the office of the division superintendent of schools is a proper charge against the province in which the division superintendent is located, under the heading of office equipment. [Sept. 13, 1909.]

"Respectfully returned to the Director of Education. Under the provisions of section 13 (a) of Act 83, as amended by section 2 of Act 525, it is believed that it was intended and it has been the general practice for the province to furnish all office equipment and supplies

with the exception of forms and the supplies used in teaching.

"No modern office can be said to be properly equipped without the installation of a telephone where a telephone system is available, and it would, therefore, appear that the province should maintain a telephone in the office of the division superintendent of schools." [*Acting Auditor.*] [Sept. 18, 1909.]

SEC. 170. The division superintendent of schools for Ilocos Norte forwards a communication to the Director of Education requesting an opinion with reference to the following matter:

"The towns of Bacarra and Vintar until January 1, 1909, formed the municipality of Bacarra-Vintar. On this date the towns were separated and formed into two municipalities. The division superintendent holds that the municipality of Bacarra should pay part of the vacation salary due the teachers and that the municipality of Vintar should pay part. The district auditor for Ilocos Norte states that the vacation salaries for the Vintar teachers are entirely a Vintar obligation." The Director of Education refers the question to the Insular Auditor. [Nov. 3, 1909.]

Vacation salary of teachers in municipalities divided during school year.

"Respectfully returned to the Director of Education. In reply to similar inquiry from the district auditor of Ilocos Norte, this office has ruled as follows:

"This office has no objection to an arrangement whereby the vacation salary of a teacher will be paid in proportional parts by the various municipalities concerned in the event that such teacher is transferred from one municipality to another during the school year. However, in the absence of an express agreement to that effect, this office will hold that vacation salary of a municipal teacher is payable in the same manner as the leave of civil-service employees under the provisions of Act No. 1698; that is, that the last municipality by which a teacher is employed assumes all responsibility to pay all his vacation salary.'" [Nov. 18, 1909.]

SEC. 171. The division superintendent of schools for Leyte requests information as to whether or not there is any provision of law by which payment can be commuted to municipal teachers for attendance on normal institutes. [Dec. 8, 1906.]

Commutation of salary of municipal teachers for attendance on normal institutes.

"The Auditor is without power to authorize the payment of a salary before it is earned. The commutation and payment of leave to employees upon departure for

the States is hardly an analogous proposition as such leave has been *earned*.

"These normal institutes are usually held at the capitals of the provinces in which the teachers are located. It is suggested that the provincial treasurers might facilitate the payment of these salaries. Such accounts are not payable by them, but they would be perfectly safe in cashing them and afterward collecting the amounts thereof from the proper municipalities. This office would not question such action on their part should they think it practicable to undertake it." [Dec. 26, 1906.]

Commuta-
tion of salaries
of municipal
teachers who
attend vaca-
tion assem-
blies.

SEC. 172. The Director of Education, to the Secretary of Public Instruction, states that commutation of salaries of municipal teachers who attend the vacation assembly is approved by him, provided the Auditor sees no objection to the arrangement. [Apr. 12, 1907.]

"Respectfully returned to the Director of Education, with the statement that this office will not question the payment of vacation salary of municipal teachers in advance to enable them to attend the vacation assembly, upon certificate of the division superintendent of schools as contemplated in a telegram of the Director of Education to the Secretary of Public Instruction hereto attached." [Apr. 16, 1907.]

Teacher re-
fuses to pay
road tax.

SEC. 173. L. N. Wilcoxson, an American teacher, protests against paying road tax. The special agent refers the matter to the Insular Auditor, for comment. [Oct. 19, 1909.]

"Respectfully returned to Mr. William T. Nolting.

"This office has held that under the provisions of section 19 of Act No. 1396, *every male* inhabitant of the province over 18 years and under 60 years of age, save those expressly excepted in that Act, shall pay road tax on or before the first day of February of each year.

"That the above construction is that contemplated by the Commission is borne out by the closing sentence of section 19 (a) of said Act, which is as follows:

"*'And provided further, That persons liable to pay this tax not residents of the province prior to February first of any year, but who enter and reside in the province.'*

Persons liable
to pay this tax.

"*'Persons liable to pay this tax' is held to include 'every male inhabitant,' etc., not especially excepted in the first part of said section, regardless of whether he possesses a Class F cedula for the current year purchased elsewhere.*

"Thus all officers of the Government, Insular, provincial or municipal, who are regularly assigned and have their official headquarters within a specially organized

province, are subject to the road tax in said province, under the provisions of said Act No. 1396. Officers and employees who have their official stations elsewhere and who are compelled to go within a specially organized province from time to time are not so liable." [Oct. 26, 1909.]

Chapter XIII.

MISCELLANEOUS DECISIONS AND OPINIONS.

SEC. 174. The division superintendent of schools for Samar inquires if loans may be obtained from the Postal Savings Bank for the construction of school buildings. Loans from Postal Savings Bank for construction of school buildings. [Nov. 27, 1908.]

Opinion: "Respectfully returned to the Honorable, the Secretary of Public Instruction, inviting attention to section 1 of Act No. 1640 from which it will be seen that loans to provinces from the Postal Savings Bank Funds may only be made under a guarantee of the Insular Government that the loan and interest thereon will be paid. This guarantee now would require a resolution of the Philippine Legislature and probably would be as difficult to attain as a direct loan from Insular Funds." [Special Agent.] [Nov. 27, 1908.]

SEC. 175. "Instructions have been issued to the chiefs of all Bureaus and Offices to the effect that inattention to the demands of creditors for honest and legitimate debts and continually shirking payment thereof will constitute grounds for dismissal from the service under the provision of Executive Order No. 84, series 1902, when, in the opinion of the chief of the Bureau, such drastic measures are necessary. It is not the intention of the Government to retain in the classified service any employee who is guilty of continually shirking the payment of his honest and just obligations." [Executive Secretary.] [Jan. 14, 1904.] Shirking payment of honest debts.

SEC. 176. "The Board concurs in the opinion expressed by you that division superintendents should be allowed to pass upon the matter of whether or not municipal teachers under them shall be allowed to enter Civil Service examinations with a view to appointments in the bureaus other than the Bureau of Education." [The Director of Civil Service to the General Superintendent of Education.] [Oct. 5, 1904.] Penalty.

SEC. 177. The Director of Education transmits to the Insular Auditor a claim submitted by Mr. Olney Bondurant for ₱200 on account of the loss of a sailboat while being used on official business. [Apr. 10, 1906.] Division superintendent gives permission to municipal teachers to take civil service examinations.

Loss of sailboat, used on official business.

"Respectfully forwarded to the Honorable the Governor-General.

"In the opinion of the Auditor the Insular Government is not responsible to the claimant or to the owner of the boat in question for its loss under the circumstances stated, and the Auditor is, therefore, unable to extend relief. The hire by Mr. Olney Bondurant of a boat from Prudencia Tesalona constituted a contract of bailment of the class known as reciprocally beneficial bailment, under which the bailee is required to exercise ordinary care and diligence in the care of the property and is liable for damage to said property only when occurring in the absence of such ordinary care and diligence. In the absence of expressed contract changing the rule a bailee could not be held liable for damage resulting to property in his care through an act of God or unavoidable accident. A storm, a tidal wave, a stroke of lightning, an earthquake, etc., are all acts of God. It is an unavoidable accident if in a sudden storm high waves throw a vessel upon the rocks without fault of the bailee or his agents. Many authorities might be cited in support of this decision but it is not deemed necessary. The matter is therefore submitted for such legislative consideration as the Commission may see fit to give." [Apr. 21, 1906.]

Temporary
teachers al-
lowed vaca-
tion pay.

SEC. 178. Request is made for the payment of vacation salary to G. Aroz, a temporary teacher, for services rendered handling property accounts during the vacation period. The request is forwarded by the Director of Education to the Director of Civil Service, for comment. [July 28, 1909.]

"Respectfully returned to the Director of Education.

Conditions.

"The undersigned concurs in the opinion that in cases such as this where there are exceptional circumstances which render it impossible to complete the property account promptly at the close of school, temporary teachers should receive pay for the time necessarily spent in such work. In this case it appears that the large size of the district together with the confusion in which the property accounts were left by the death of Mr. Wakeley, rendered this work after the close of schools necessary and constitute exceptional circumstances warranting the payment of salary for such work." [Director of Civil Service.] [Aug. 25, 1909.]

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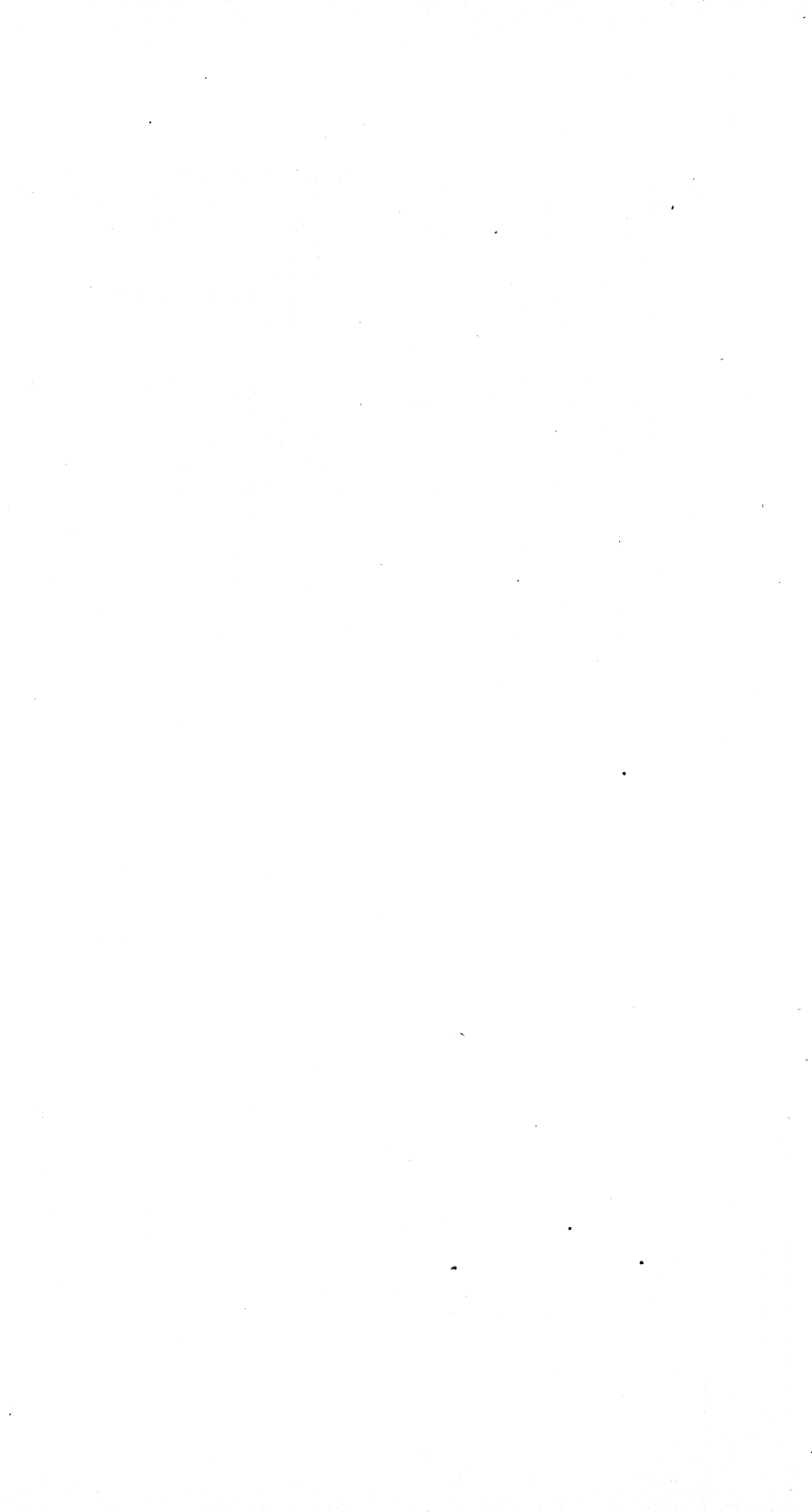
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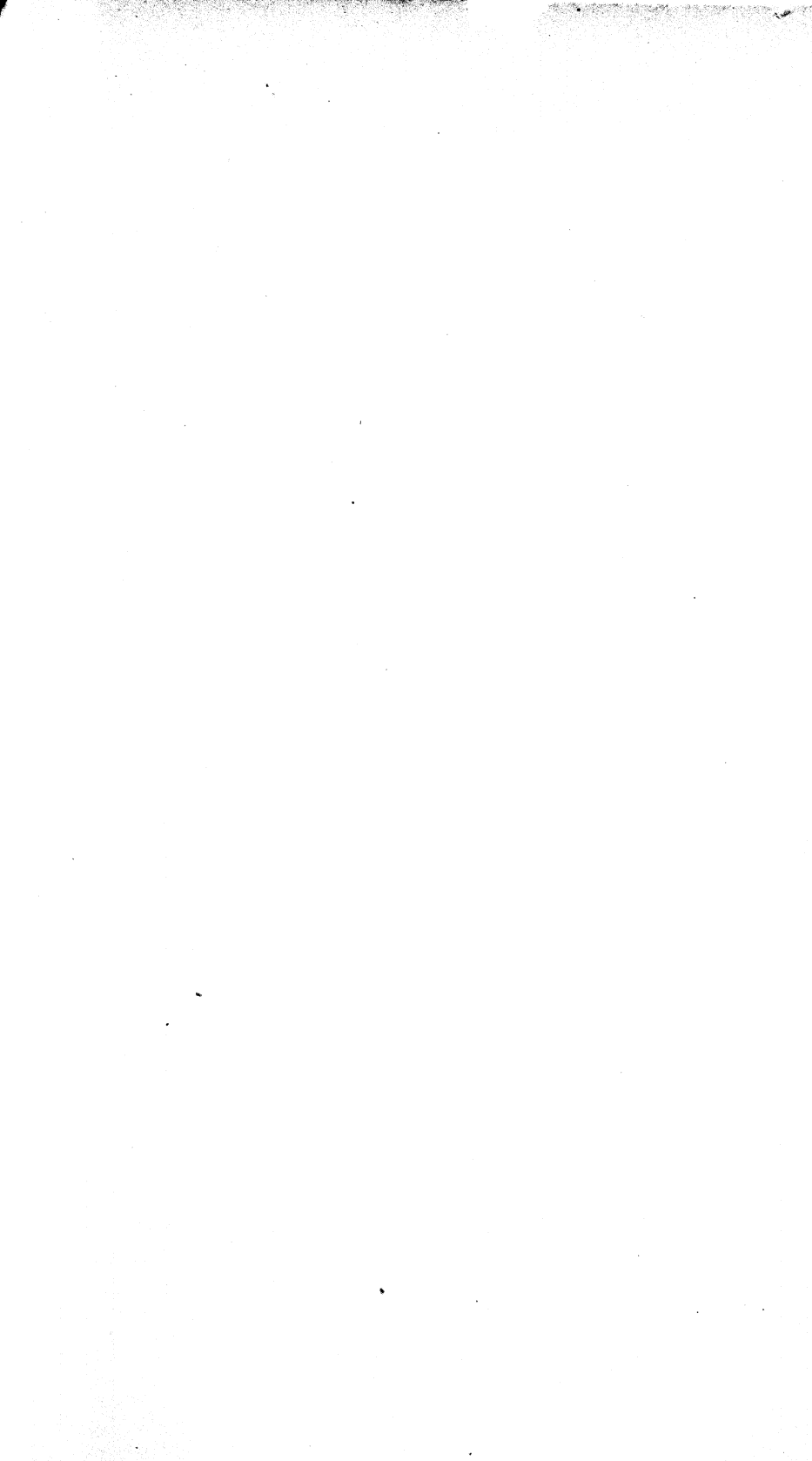
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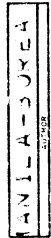
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